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1955

NO. 3

BULLETIN
OF
A. & T. COLLEGE
Graduate School

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ABSTRACT OF GRADUATE THESES
1954-1955

THE AGRICULTURAL AND TECHNICAL COLLEGE
OF
NORTH CAROLINA
GREENSBORO, NORTH CAROLINA

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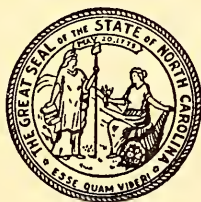
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OF
NORTH CAROLINA
GREENSBORO, NORTH CAROLINA

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1954-55

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THE GRADUATE SCHOOL

More than sixty years ago, in 1891, the North Carolina General Assembly took the first step in the development of anticipated Graduate Education by providing for the establishment of The Agricultural and Technical College of North Carolina, an institution in practical agriculture, the mechanic arts and such branches of learning related thereto, not excluding academic and classical instruction. Since that time, the expansion of the institution has been both steady and rapid. Graduate education was not authorized at the college until 1939, when the North Carolina Legislature provided that the college offer graduate training in agriculture, technology, applied sciences and allied areas of study. Through these fifteen years the Graduate School has cooperated to the fullest with the state and the body politic in preparing teachers and other professional and semi-technical workers to qualify under the state certification requirements and to develop competencies desired in other vocations. Presently, the Graduate School endeavors to offer graduate education to prepare students to become:

1. Teachers of vocational agriculture particularly in the public schools of North Carolina and the South.
2. Instructors of general agriculture in southern colleges.
3. Instructors in special teaching programs in agriculture.
4. County and assistant county agents in North Carolina and other southern states.
5. Specialized workers in other agricultural industries.
6. Teachers of industrial arts in the public schools of North Carolina and the South.
7. Instructors of trades in the secondary schools of the South.
8. Instructors in certain applied sciences in the smaller colleges of the nation.
9. Administrators or supervisors in the public school system of North Carolina and other states.
10. Competent teachers of science in the secondary schools of the nation.
11. Efficient teachers for all levels of public education.
12. Research workers in the field of rural education.
13. Individuals rooted in the art and science of self-development for job security in various areas of employment.
14. Persons qualified for advanced study at other colleges and universities.

The Graduate School also seeks to enable graduate students to:

1) broaden their knowledge of a given area of study, 2) increase their competence in a selected area of study, 3) develop power and interest in self-improvement, 4) become imbued with a true spirit of research, and 5) become widely read in those fields related to their chosen field of study.

REQUIREMENTS FOR MASTER OF SCIENCE DEGREES

When graduate students pursue work in the Graduate School, they may work toward either of two graduate programs in education. They may work toward a Master of Science with a thesis, or toward a Master of Science without a thesis.

General Requirements. Students may meet specific residence requirements for each degree offered in the Graduate School by taking courses offered in the regular or summer sessions, as well as Evening and Saturday courses or a half-quarter of residence by pursuing courses offered in the Graduate School's Off-Campus centers.

Graduate students who take full-time work will normally take fifteen (15) quarter hours each quarter or 9 quarter hours during six weeks summer session. However, if graduate students are employed full-time, they may not take more than six quarter hours of graduate work per quarter toward their degree.

The minimum requirements of candidates for the Master's degree is one academic year. Most times a longer period of residence will prove necessary.

MASTER OF SCIENCE WITHOUT A THESIS

Graduate students who do not wish to write a thesis as a part of their master's degree requirements should meet the following requirements:

1. They should be admitted unconditionally to graduate study in the Graduate School, or, if they are allowed to enter conditionally, they should have removed the conditions satisfactorily.
2. They should successfully pass the qualifying examination.
3. They should complete a total of fifty-four (54) quarter hours of required graduate work.
4. They should include in the fifty-four (54) quarter hours of graduate work for their degree a minimum of twenty-seven hours of prescribed work in education.
5. They should earn from fifteen (15) to eighteen quarter hours of graduate work related to their teaching field.
6. They should earn from nine (9) to twelve (12) hours in electives, or specialized professional courses as prescribed in their area of teacher education.
7. They must maintain an average scholarship of B in their graduate program.
8. They are not required to take a foreign language.
9. They should prepare an investigative paper and present in Education 632, Seminar in Educational Problems.
10. They must complete all the work to be applied toward the degree within a period of six calendar years.
11. They should attend the *Annual Commencement Exercises*.

The Investigative Paper. The investigative paper should represent mature judgment and a command of the technics generally associated with the broadening of one's knowledge involved in gathering, organizing and interpreting data in the library.

MASTER OF SCIENCE WITH A THESIS

Graduate students who wish to include the writing of a thesis as a part of their Master's degree requirements should meet the following requirements:

1. They should be enrolled as a qualified graduate student.
2. They should be a certified graduate candidate by having successfully passed the qualifying examination.
3. They should complete a total of forty-five quarter hours of prescribed graduate work including three (3) quarter hours for the thesis.
4. They should include in the forty-five (45) quarter hours of graduate work for their degree a minimum of twenty-one (21) to twenty-four (24) quarter hours of professional education.
5. They should earn from fifteen (15) to eighteen (18) quarter hours of graduate work related to their teaching field.
6. They should earn from three (3) to six (6) quarter hours elective work.
7. They should successfully defend a thesis proposal before the Graduate Committee on Thesis Proposals.
8. They must maintain an average scholarship of "B" in their graduate program.
9. They should pass a final examination in subject matter and the thesis.
10. They should prepare an acceptable abstract of the thesis.
11. They must complete all the work to be applied toward the degree within the period of six calendar years.

Thesis. The thesis must concern some problem in the graduate student's field of specialization. It should be in the nature of an original contribution through research in education regarded as an applied science. In some instances, it may be a mature and expert analysis and evaluation of existing knowledge as it applies to the larger problems in the area of education and other allied fields of study.

CONTENTS

	Page
An Introductory Statement.....	1
Armstrong, John Walter <i>A Study of the Difficulties of Student Teachers at the Agricultural and Technical College of North Carolina, (Leonard H. Robinson, Adviser)</i>	2
Blassengale, Necye G. <i>Supplementary Materials for Teaching Grammar and Sentence Structure to Twelfth Grade Students at Wagener High School, Wagener, South Carolina, (L. A. Alston, Adviser)</i>	3
Brewer, Earnestine Anderson <i>A Study of the Diets of 32 Children in the Sixth Grade of Silver Hill School, Laurel Hill, North Carolina, (G. V. Guy, Adviser)</i>	4
Brooks, Booker <i>A Study of Personality Traits as they Relate to Performance on Achievement Test in the Fifth Grade at Central High and Elementary School, Whiteville, North Carolina, (Vernon A. Horne, Adviser)</i>	4
Carnegie, Delores Elaine <i>The Relationship Between Reading Readiness and Reading Achievement of First Grade Pupils at Shiloh School, Asheville, North Carolina, (Calvin R. Stevenson, Adviser)</i>	6
Carter, Louise Wallace <i>The Education of Handicapped Children in the Elementary Schools of Guilford County, (George V. Guy, Adviser)</i>	7
Carter, Martha Jane <i>A Proposed Work Manual of Art for Untrained Teachers, (W. Malcolm Johnson, Jr., Adviser)</i>	9
Clark, Elizabeth Wenonah <i>A Comparative Study of the Twenty-Seven to Thirty-Six Hour Retention and Non-Retention Eggs of the Chick, (Artis P. Graves, Adviser)</i>	10
Clarke, James A. <i>A Study of School Leavers in the R. A. Clement School, Cleveland, North Carolina, During the Academic Year 1952-1953, (G. V. Guy and O. A. Dupree, Advisers)</i>	10
Crandol, William J. <i>A Report of Methods and Techniques used by In-Service Teachers of Secondary School Mathematics Who Are Attending the Agricultural and Technical College Summer Session of 1954, O. A. Dupree, Adviser)</i>	12
Davis, Ralph H. <i>A Study of the Need for Utilizing Community Personnel in an Advisory Capacity to the Administration of the Reynolds Union School, Canton, North Carolina, (George V. Guy, Adviser)</i>	14
Dockery, Dewey Ernest <i>The Growth and Development of the Program of Activities in the Negro Schools of Scotland County, North Carolina Administrative Unit During the Period 1944 to 1954, (Leonard H. Robinson, Adviser)</i>	16

Dupree, Lillian Ruth <i>Some Possible Origins and Theories Concerning Thirty-Nine Locutions and Regional Pronunciations Prevalent Among the Students of Pender County Training School, Rocky Point, North Carolina</i> , (L. A. Alston, Adviser).....	18
Faulkner, Marian Barneau <i>A Survey of the Elementary Children's Interest in Comics at the Carver Consolidated School Forsyth County, North Carolina</i> , (L. C. Dowdy, Adviser).....	19
Foreman, Emma Elizabeth <i>A Suggested Unit on Farm Life for the Fourth Grade of the Edenton Elementary School, 1953-1954 Edenton, North Carolina</i> , (Leonard H. Robinson, Adviser).....	21
Frazier, Golan S. <i>An Evaluation of the Existing Industrial Arts Program in the City Schools of Durham, North Carolina, 1953-1954</i> , (George C. Gail, Adviser).....	22
Gerald, Hugene <i>A Study of the Use of Approved Practices in Corn Production in North Carolina</i> , (W. A. Blount, Adviser).....	23
Grant, Blanche Taylor <i>The Recreational Reading Habits of Twelfth Grade Pupils in the James B. Dudley High School, Greensboro, North Carolina</i> , (L. A. Alston, Adviser).....	24
Grant, Charles Andrew <i>A Survey of the Mathematical Abilities of the Ninth Grade Negro Pupils in the Greensboro Public Schools, 1953</i> , (Nan P. Manuel, Adviser).....	27
Hargrove, Bruce <i>An Occupational Study of the Vocational Agriculture Students of Robeson County Training School, Maxton, North Carolina, from 1945-50</i> , (Arthur F. Jackson, Adviser).....	28
Harkness, David S. <i>An Anthology of Sermons Preached by Negro Ministers in Robeson County, North Carolina</i> , (Leonard H. Robinson, Adviser).....	29
Hayes, Jasper Garfield <i>An Evaluation of Nine Eastern North Carolina School Shops Offering Bricklaying to Secondary Pupils</i> , (C. W. Pinckney, Adviser)	30
Hazell, Juanita Day <i>A Report of the Utilization of Community Resources in the Pleasant Grove School, Alamance County, North Carolina, 1951-1953</i> . (George V. Guy, Adviser).....	31
Herring, Gordon W. <i>An Evaluation of the Teaching Procedures Used by Veteran Instructors in Institutional on-the-farm Training Classes in Six North Carolina Counties</i> , (C. E. Dean, Adviser).....	32
✓ Holton, Doretha Louvenia <i>A Study of Voluntary Reading Interests of the Fifth Grade Pupils at Jonesboro and Washington Street Schools</i> , (Calvin R. Stevenson, Adviser).....	34

Howard, Hazel H. <i>A Study of the Methods and Techniques of Teaching Reading to the First Grade Pupils of the New Hanover County Schools, Wilmington, North Carolina</i>	36
Isley, Theresa Jones <i>A Proposed Program for Teacher Guidance of Sex Education with the Primary Grades, One Through Three, at Merrick-Moore County School, Durham, North Carolina, 1954, (V. Anthony Horne, Jr., Adviser)</i>	37
Johnson, Gertrude <i>An Experiment Which Will Form a Basis for the Development of a Proposed Plan for the Improvement of Reading on a College Level, (Arthur F. Jackson, Adviser)</i>	38
Jones, Edgar Franklin <i>An Analysis and Appraisal of Teacher Orientation Practices in the Negro County Schools of Richmond County, North Carolina, (L. H. Robinson, Adviser)</i>	40
Jones, Emanuline <i>A Comparative Study of the Results of the Reading Achievement Test Given to the Second Grade Pupils of Johnston County, (W. Malcolm Johnson, Jr., Adviser)</i>	41
Jones, Martha Edith <i>A Study of Living Standards in Relations to Income of the Families of Students in the Second Grade Classes of Cleveland School, Shelby, North Carolina, (Leonard H. Robinson, Adviser)</i>	42
King, Louise Willis <i>A Survey of the Elementary Children's Reading Interest and Habits in Newspapers and Magazines at the Carver Consolidated School, Forsyth County, North Carolina, (L. C. Dowdy, Adviser)</i>	43
Lawrence, Huey L. <i>A Proposed Program of Citizenship Training in the Grades Nine and Ten, of Ayden Colored High School, Ayden, North Carolina, (John L. Withers, Adviser)</i>	45
Lennon, John Douglas <i>The Socio-Economic Status of Negro Farm Operators According to Land Tenure in Southern Durham County, North Carolina, 1952, (Glenn Frank Rankin, Adviser)</i>	46
Lewis, Matthew <i>A Suggested Curricular Program for the Proposed Consolidated Stokes Elementary School</i>	47
McAdoo, Arthur F. <i>A Survey of the Recreational Facilities for Negroes in Randolph County, (Leonard H. Robinson, Adviser)</i>	48
Macomson, Nelson Vernard <i>A Follow-Up Study of the Trade and Industrial Students at Dudley High School, Greensboro, North Carolina, From the Years 1947 to 1952, (G. C. Gail, Adviser)</i>	49
Martin, Everett Lee <i>A Follow-Up Study of the Adjustments of Boys and Girls Discharged from the Memorial Industrial School, 1944-1954, (W. Malcolm Johnson, Jr., Adviser)</i>	50
Minnis, Martha Anne <i>A Study Designed for the Improvement of Attitudes of the Negro Teachers of Bedford County, Virginia, Towards In-Service Teacher Education, (J. V. Phifer, Adviser)</i>	51

Moffitt, James Link <i>A Historical Study of the Community Program in the Little River School Area During the Years 1937-1952</i> , (C. E. Dean, Adviser).....	53
Montgomery, Elliott <i>A Study of the Organization and Services of Negro Recreation Centers in Winston-Salem, North Carolina</i> , (Leonard H. Robinson, Adviser).....	54
Moore, Charles Will <i>Suggested Instructional Lessons in Plumbing for Industrial Arts Home Mechanics Courses</i> , (C. W. Pinckney, Adviser)....	55
✓ Morehead, Clara F. <i>The Actual Book-Reading Interests of the Seventh Grade Pupils at the Lincoln Junior High School, Greensboro, North Carolina, Compared with the 1953-1954 North Carolina State Recommended Book Title List for Junior High School Pupils, 1953-1954</i> , (L. A. Alston, Adviser).....	56
Muldrow, Mary Blackmon <i>The Educational Status of the Negro Elementary Teachers of Caswell County, 1952-1953</i> , (W. Malcolm Johnson, Jr., Adviser).....	58
Murfree, James McKinley <i>Patterns of Land Acquisition and Disposition Among Negro Farm Owners in Northern Orange County, North Carolina</i> , (C. E. Dean, Adviser).....	59
Neal, Gladys B. <i>An Experimentation of a Unit in a Course of Study Based on the Natural Resources of Surry County, North Carolina</i> , (W. Malcolm Johnson, Jr., Adviser).....	62
Phillips, Evelyn Johnson <i>A Study of the Relationship of Language Ability to Reading Progress of the First Grade Children of Carver Consolidated School in Forsyth County, North Carolina</i> , (Leonard H. Robinson, Adviser).....	63
Phillips, Margaret Wallington <i>An Analysis of the Arithmetical Abilities of the Seventh Grade Pupils in the Lincoln Junior High School, Greensboro, North Carolina, 1952</i>	64
Poole, Catherine Norcott <i>Television as a Factor in Education, With Recommendations for Classroom Integration in the Public Schools of Greensboro, North Carolina</i> , (L. A. Alston, Adviser).....	65
Richardson, Rosa Massey <i>An Analysis of the Guidance Program for Grades Four Through Six at Dunbar High School, Elementary Division, East Spencer, North Carolina</i> , (Ralph L. Wooden, Adviser).....	66
Rivera, Annie P. <i>Some Suggested Criteria for Aiding Teachers in Evaluating Some Selected Art Activities in the Elementary Schools of Forsyth County</i> , (Ralph L. Wooden, Adviser).....	68
Smith, Ruth Estella <i>Suggestions for Teaching Safety Education in Physical Education in the High School Department of Carver Consolidated School, Forsyth County, North Carolina</i> , (George V. Guy, Adviser) ...	69

Snowden, Rudolph Webb <i>The Development of the S. W. Snowden School, Aurora, North Carolina From 1937-53</i> , (Ralph L. Wooden, Adviser).....	70
Spaulding, Juanita Boone <i>A Comparative Study of the Achievement Level of Two Fourth Grade Classes; One Class Under a Continuing Teacher and One Class Under a Non-Continuing Teacher, of the Washington Street School, Greensboro, North Carolina, 1954</i> , (Ralph L. Wooden, Adviser)	72
Topping, Georgia Marshall <i>Organizing An Audio-Visual Aids Center at the Charles Drew School, Madison, North Carolina</i> , (C. R. Wyrick, Adviser).....	74
Truesdell, Fred Lee <i>The Development of Negro Education in Rutherford County, North Carolina</i> , (W. Malcolm Johnson, Jr., Adviser).....	75
Truesdell, Mildred Walls <i>A Proposed Guidance Program for New Hope Elementary School, Rutherfordon, North Carolina</i> , (Arthur F. Jackson, Adviser)	76
Waddell, Frances Sarada <i>A Proposed Nursery School Program for the Kingville Community of Albemarle, North Carolina</i> , (George V. Guy, Adviser).....	77
Walker, Arnold George <i>A Study of Student Opinion of Teachers and Teaching in the Speight High School, Wilson County, North Carolina</i> , (George V. Guy, Adviser).....	78
Walker, Thomas Nelson <i>An Analysis of the Educational Status of Four Hundred Negro In-Service Teachers in Northern Mississippi</i> , (Leonard H. Robinson, Adviser).....	80
White, Pocahontas Stevens <i>A Study of the Recreational Program for Negroes in Clinton, North Carolina, From 1950 to 1954 and a Proposed Plan for Development</i> , (O. A. Dupree, Adviser).....	81
Williams, Felicia McLellan <i>The History of Negro Education in New Hanover County, North Carolina, to 1953</i> , (George V. Guy, Adviser).....	83
Williams, Henry Ezekial <i>A History of Redstone Academy, Lumberton, North Carolina, 1903-1933</i> , (George V. Guy, Adviser).....	83
Williams, Ida Mauney <i>A Survey of the Nature Study and Science Program of Skyland Elementary School, Winston-Salem, North Carolina, for the 1953-1954 School Term</i> , (Calvin R. Stevenson, Adviser).....	85
Williams, Sallie Dale <i>An Investigation of Retardation in the Fourth, Fifth and Sixth Grades of the Jonesboro Elementary School</i> , (Leonard H. Robinson, Adviser)	86
Wright, Oswald R. <i>Occupational Choices of the Twelfth Grade Male Students of Vocational Agriculture in the Dudley Group</i> , (C. E. Dean, Adviser).....	86

AN INTRODUCTORY STATEMENT

The traditional test of higher education is for the recipient of its organized knowledges and enriched experiences to be the coveted possessor of a functional understanding of the scientific method. Furthermore, this high level educand should be able to set forth not only hypotheses involving his specialty but also to deduce generalized tendencies which bespeak par excellence in scientific achievement, as measured in scholarly productivity, as well as in generating practical social actions and physical developments for satisfying the needs of other members of society. Consequently, this atypical educand should be able to provide controlled observations, or laboratory experiences either in the physical universe, or in the social universe, largely because he should understand how to manipulate the destructible and indestructible properties which are inextricably bound to both physical and social phenomena. Therefore, he should be able to accomplish this *educational feat* in such a manner as to develop either physical or social constructs for mankind to utilize in engendering a happier life upon the earth's surface and its other strangely peculiar spatial units.

It is generally assumed that the process of graduate education trains the mind to effectively utilize the tools and instruments of analysis associated with the various approaches generally utilized by scholars in the scientific method.

Many of the abstracts found in this publication are highly Dewian in nature, in that the "budding scholars" who have conducted these research problems have attempted to resolve problematic situations, not only through logical or correct thinking but also through adeptness in handling quantitative data in a qualitatively intelligent manner.

Finally, it is hoped that laymen, scholars, and educational practitioners alike, will find in this publication many potential "working rules" for either studying and/or resolving existing and the "*bound-to-come*" problems. These problems, out of necessity, demand persons *school*ed in understanding how to minimize the impact usually generated by social and/or physical phenomena, as well as persons trained for discovering acceptable patterns for suggesting behavioral adjustments among members of the greater social complex. It is to those persons who are largely working with basic socio-physical problems that this publication is so reverently dedicated.

A STUDY OF THE DIFFICULTIES OF STUDENT TEACHERS AT THE AGRICULTURAL AND TECHNICAL COLLEGE OF NORTH CAROLINA

By JOHN WALTER ARMSTRONG
(LEONARD H. ROBINSON, *Adviser*)

The problem of this study was to determine the difficulties experienced by student teachers of The Agricultural and Technical College as interpreted by the student teachers themselves.

The purpose of this study was to determine the areas in which student teachers had undue difficulty and to interpret the findings in terms of the present program and practices. It was also the purpose of this study to formulate conclusions relative to the weaknesses revealed by an analysis of the findings and to point out ways by which the findings may be utilized in the improvement of teacher education at The Agricultural and Technical College.

The study was made during the school years 1951-1952 and 1952-1953. It included a number of students enrolled in the School of Education and Science. It was also limited to opinions secured from student teachers.

The study was carried out by distributing questionnaires to student teachers. The findings were organized, tabulated, and evaluated to the extent that the following conclusions were drawn:

1. More attention should be given to the various activities performed by public school teachers.
2. Adjustments should be made in the content of and methods employed in teaching courses in methods.
3. More emphasis should be given to the development of slow learners.
4. Students should be guided in the development of desirable personal qualities.
5. Student's load should be reduced to practice teaching only while engaged in same.
6. Findings in this study should be utilized in the evaluation and revision of pre-teaching professional courses.

As a result of the findings, the following recommendations were offered for the improvement of the training program at The Agricultural and Technical College:

1. Devote more attention to the various types of activities performed by public school teachers.
2. Make adequate provisions for instruction dealing with slow learners.
3. Limit student load to student teaching only while doing practice work.
4. Place more emphasis upon the keeping of school records.
5. Establish better relationship between the student teacher and the supervising teacher.
6. Stimulate desire for development of desirable personal qualities through improved guidance of the student teacher.

**SUPPLEMENTARY MATERIALS FOR TEACHING GRAMMAR AND
SENTENCE STRUCTURE TO TWELFTH GRADE STUDENTS
AT WAGENER HIGH SCHOOL, WAGENER,
SOUTH CAROLINA**

By NECY G. BLASSENGALE
(L. A. ALSTON, *Adviser*)

Scope of the Study

This study was mainly concerned with grammar. The materials based on devices for expressing ideas as set forth by Robert C. Pooley and Charles C. Fries were designed to supplement the twelfth grade course in grammar at Wagener High School, Wagener, South Carolina.

Methodology

Approach used was library survey as a basis for curriculum planning.

Procedure

Inasmuch as Robert C. Pooley, Charles C. Fries and L. M. Myers have set forth theories concerned with present-day American English, the author attempted to follow their suggested and implied theories to plan supplementary linguistic material for teaching grammar in the twelfth grade.

The theories were studied and explained; and on the basis of these theories, exercises and activities were made to help give the student a working knowledge of the three devices for expressing ideas.

The exercises and activities varied according to the language facts to be taught. These exercises included problems of inflection involving number of substantives, tense of verbs, comparison of adjectives and adverbs, also problems of possessives, objectives, connectives, auxiliaries, choice of words, the sentence, parts of speech, formal characteristics, structural meanings, and modifiers.

Factual sentences intended to give the student information concerning his environment and contemporary events were used. The activities were designed to draw upon the students' ability to think.

Summary

This scientific approach to language study deviated from the usual procedures of analysis that the schools have taught for more than a hundred and fifty years. It attempted to challenge the validity of those procedures. The challenge of the grammar of usage consisted not only of the controlled experiments which demonstrated that knowledge of rules had very little relation to habits of language practice, but also of the historical evidence that most of the rules themselves were unsound linguistically. Basically this challenge was successful.

It was presumed here that the scientific approach to language study should meet the linguistic needs of students today and should stimulate them to independent language study.

A STUDY OF THE DIETS OF 32 CHILDREN IN THE SIXTH GRADE OF SILVER HILL SCHOOL, LAUREL HILL, NORTH CAROLINA

By ERNESTINE ANDERSON BREWER
(G. V. GUY *Adviser*)

The purpose of this study was to determine the dietary habits of 32 children in Silver Hill School in accordance with the Basic Seven Foods.

Seven specific aspects of the study in accordance with the Seven Basic Foods were considered: (1) leafy green, yellow vegetables; (2) citrus fruits, tomatoes, raw cabbages; (3) potatoes, other vegetables, fruits; (4) milk, cheese, ice cream; (5) meats, poultry, fish, dried beans, peas, nuts; (6) bread, cereals, whole grain or enriched; and (7) butter, fortified margarine.

The statistical-survey method was used in collecting data for this study. After keeping a record of everything the children had eaten for a period of seven days, the children were given a total weekly score and an average daily diet score for the seven food groups in accordance with recommendations for the Basic Seven Food with recommended servings being scored on the basis of one point each. Thirteen points per day or 91 points per week was considered a balanced diet.

The findings revealed that none of the children consumed a balanced diet and that many of the children did not eat any vegetables, use butter, or drink milk. The study also revealed that the 32 children thrived chiefly on those foods listed in groups five and six, respectively: meats, poultry, fish, eggs, dried peas, dried beans, nuts, breads, cereals, and whole grain.

Recommendations were made as follows:

1. That a school lunchroom be organized.
2. That free lunches be given to those children who show diet deficiencies.
3. That all available land around the school be cultivated and vegetables planted that will enable the students to plan and prepare a balanced diet.
4. That Basic Seven Food clubs be organized within the school and community and that clubs meet with other Basic Seven Food clubs and discuss balanced diets.
5. That classes be organized for parents so that instructions may be given on the importance of a balanced diet.
6. That more emphasis in the classroom be placed upon the necessity of a balanced diet.
7. That with the aid of Agricultural and Home Demonstration agencies information be given relative to diversified farming.

A STUDY OF PERSONALITY TRAITS AS THEY RELATE TO PERFORMANCE ON ACHIEVEMENT TEST IN THE FIFTH GRADE AT CENTRAL HIGH AND ELEMENTARY SCHOOL, WHITEVILLE, NORTH CAROLINA

By BOOKER BROOKS
(VERNON A. HORNE, *Adviser*)

In this study, the writer sought to find out if personality traits and individual achievement had any relationship with the pupils' advancement in the fifth grade at Central High and Elementary School.

The purpose of this study was to:

1. Devise means of improving personality traits in children as media for aiding them in the grasp of subject-matter.
2. Show, statistically, relationship between personality traits and performance on achievement tests.
3. Find out if individual personality and achievement might be improved.

The study was limited to sixty pupils in the fifth grade in Central High and Elementary School, a public school for Negroes in Whiteville, North Carolina. The period consisted of the school term of nine months during the year of 1952-1953.

The personality traits or components to be included were as follows:

A. Self Adjustment

1. Self-reliance
2. Sense of personal worth
3. Sense of personal freedom
4. Feeling of belonging
5. Withdrawing tendencies
6. Freedom from nervous symptoms.

B. Social Adjustment

1. Social standards
2. Social skills
3. Anti-social tendencies
4. Family relationship
5. School relationship
6. Community relationship

The historical method was employed for securing factual data. This method gave aid to substantiate facts obtained through this study. The survey statistical method was used to record findings that the test scores revealed. All findings were studied, recorded, and conclusions drawn.

From the coefficient of correlation computed between the California Test of Personality components and the Standard Metropolitan Achievement Test battery, the following conclusions were drawn:

1. The coefficient of correlation for self reliance was .13.
2. The coefficient of correlation for sense of personal worth was .08.
3. The coefficient of correlation for sense of personal freedom was .12.
4. The coefficient of correlation for feeling of belonging was .31.
5. The coefficient of correlation for withdrawing tendencies was .22.
6. The coefficient of correlation for nervous symptoms was .13.
7. The coefficient of correlation for social standards was .22.
8. The coefficient of correlation for social skills was .05.
9. The coefficient of correlation for anti-social tendencies and for school relations was .25.
10. The coefficient of correlation for family relations was .38.
11. The coefficient of correlation for community relations was .26.

These coefficients of correlation were for the entire group of sixty boys and girls tested in the fifth grade. The average coefficient of correlation for the pupils in this study was found to be .13.9, which indicated a fair relationship in total achievement and personality components.

The average for total personality was found to be 107.4, and this indicated the total average in personality traits for children tested, though in many instances, there seemed to be a need for improvement both in achievement and personality.

In the light of the apparent conclusions, the writer made the following recommendations:

1. To gain more helpful information and secure more beneficial results, a larger number of school pupils, perhaps over a wider area be measured.
2. A coefficient of correlation for larger numbers than were listed in this study between personality and achievement be obtained.
3. For future consultation, guidance and reference, the material be placed on file for principals and teachers.
4. More drill in the basic elementary school subjects, including all the possible fundamentals of Reading, Arithmetic Fundamentals, Arithmetic Problems, Language and Spelling, and personality test be used.
5. Pupils be helped to develop a liking for others and be thoughtful of them.
6. Parents and teachers study pupils' personality component.

THE RELATIONSHIP BETWEEN READING READINESS AND READING ACHIEVEMENT OF FIRST GRADE PUPILS AT SHILOH SCHOOL, ASHEVILLE, NORTH CAROLINA

By DELORES ELAINE CARNEGIE
(CALVIN R. STEVENSON, *Adviser*)

The determination of reading readiness is a process of testing or otherwise appraising those general factors which should be taken into account in diagnosing reading abilities, at any stage. Appraising reading readiness also requires diagnosing those strengths and weaknesses in the form of information, interest, and skill essential to learning to read at the initial stage. As pupils progress in reading ability, they increase the range or amount of reading matter which they can comprehend with a given degree of accuracy.

In this study, the investigator's problem was that of finding out if the status of pupils on a reading readiness test correlated with their status on a first grade reading achievement test.

This study involved the normative survey and statistical methods of research. The data were obtained from the first-grade pupils attending Shiloh Elementary School in Asheville, North Carolina, during the school year 1953-1954. There were fifty pupils in number, of whom fourteen were repeaters and the remaining pupils entering the first grade for the first time. The class consisted of thirty boys and twenty girls. Their ages were similar in that they ranged at the time of the readiness test from the age of six years to that of eight years of age. The study was further delimited to reading readiness as measured by the Gates Reading Readiness Test, and reading achievement as measured by the Gates Reading Achievement Test. The Gates Reading Readiness Test was administered October 30, 1953. The Gates Reading Achievement Test was administered May 27, 1954.

After scoring the fifty test booklets each pupil's raw scores were converted into a percentile in accordance with the readiness test norms. In addition,

raw scores for each of the five subtests were converted into percentiles. To determine the reading achievements of the subjects, the norms for this test were reported in grade levels and reading ages; raw scores for the complete test and each of the three sub-tests thus were converted into these.

The raw scores obtained on the two tests were plotted on a correlation table. Using the Pearson-Product Moment Method, the coefficient of correlation was computed between reading readiness and reading achievement. The coefficient of correlation was plus point thirty ($r=.30$). To aid in evaluating this coefficient, the standard error was computed. The obtained value was point ten. ($Cr=.10$). This meant that in two out of three cases of one hundred subsequent samples of fifty drawn from the first-grade population, the coefficient of correlation would range between point twenty (.20) and point forty (.40). On this basis, the coefficient of point thirty plus or minus point ten ($.30 \pm .10$) was accepted as indicating a definite but small relationship between reading readiness and reading achievement.

On the basis of the findings reported in this study the investigator recommended:

1. That a continuous diagnostic analysis of this class be periodically made throughout the grammar grades.
2. That remedial work be provided for pupils in areas that they show a manifest weakness.
3. That at the end of the second grade the pupils remaining in the Low and Very Low Percentile Groups be given an intelligence test to explore possible causes of such a lack of progress.
4. That a socio-economic background survey be made of this group of pupils to determine other possible factors in lack of progress.
5. That the relationship between reading readiness and reading achievement be studied in the several first-grades of the Asheville, North Carolina Schools.

THE EDUCATION OF HANDICAPPED CHILDREN IN THE ELEMENTARY SCHOOLS OF GUILFORD COUNTY

By LOUISE WALLACE CARTER
(GEORGE V. GUY, *Adviser*)

Public school instruction and facilities are designed to train the normal child. Because of this, a large group of children who are not normal do not receive the type of instruction they need. Sometimes unprovided for in the classroom are children who are not deaf but cannot hear well enough to participate in classroom activities adequately; children who are not feeble-minded but who are intellectually retarded; children who are not blind, but whose eyesight is seriously defective; children who are not delinquent but have serious behavior problems; children suffering from speech defects; and children suffering from physically crippling conditions. The problem of this study was to find out how many handicapped children were enrolled in the elementary schools of Guilford County, North Carolina, what types of handicaps were found, and what provisions were being made for the education of these children.

The survey method was used in collecting data for this study and additional information was collected through personal investigation. Sixty-five questionnaires were sent to the elementary principals of Guilford County, and forty-five were returned with the desired information. Special teachers were communicated with in order to gain more light on this study. The Superintendents of the Guilford County Public School system gave additional information on the program for handicapped children enrolled in the elementary schools of the County.

The Superintendents of the Guilford County Public School system stated that the program of special education had not reached its fruition because some experts in the field of special education advocate segregation; others think the best results are obtained on an integrated basis where the teacher gives individualized instruction and a differentiated assignment. Other reasons were the absence of available persons properly trained to give the instruction, and the lack of available funds for the more extensive cost of instruction and equipment.

There were enrolled in the elementary schools of Guilford County during the school year 1953-54, 1,981 handicapped children in the following areas: crippled, 82; defective hearing, 203; defective vision, 130; slow learners, 1,088; and defective speech, 478.

Statistics also showed that there were three (3) special education teachers employed for the crippled children, two (2) teachers for defective hearing, one (1) for defective vision, two (2) for slow learners, four (4) for defective speech, and one (1) for attendance and welfare.

The elementary principals saw a need for an adequate program for handicapped children enrolled in their schools. The compulsory school law has placed the responsibility of these children on the regular classroom teacher. Many problems are encountered because of the inability of the handicapped child to adapt himself to the regular class room activities.

The program for the handicapped children enrolled in the elementary schools of Guilford County was inadequate. While the school cannot make over a handicapped child, it can organize and condition his behavior and build up an educational program that will meet his individual needs.

The democratic way of life inheres in public education. All the children of all the people, except children who are extremely handicapped mentally, physically, and morally are entitled to attend and to have offered them a course of instruction suited to their own capabilities. Unless a school system gives these children opportunities for development equal to those provided for other children, it does not fulfill its function, and the opportunities associated with our democratic way of life are unobtainable instead of real.

At the conclusion of the study, the writer made the following recommendations:

1. State officials should come to some definite agreement concerning the organization of special education classes.
2. The Director of Special Education should be given adequate supporting staff in the various areas of special education.
3. A committee of superintendents and principals should work with the State Board of Education to formulate a policy for special education within the public schools.
4. Adequate financial provisions should be made for special education programs in local administrative units.

5. Superintendents of schools should be held responsible for an adequate program being provided for handicapped children in their particular administrative units.
6. The elementary principals should bring pressure to bear upon the superintendents for special education teachers and classes where they are needed.
7. Teacher-training institutions should place within their curricula courses in special education for handicapped children.
8. A continuing census which shall include adequate procedures for identifying handicapped children and for determining their general educational needs should be inaugurated.
9. School nurses and social workers should be consulted concerning the use of clinical facilities and about the background of the handicapped children.
10. Transportation of children from one administrative unit to another, if special education is not available at home, and can be furnished in a neighboring school system, should be provided.

A PROPOSED WORK MANUAL OF ART FOR UNTRAINED TEACHERS

By MARTHA JANE CARTER
(W. MALCOLM JOHNSON, JR., *Adviser*)

This study was concerned with the development of a work manual of art with emphasis on the use of inexpensive or scrap material.

The aim was to supply art information and art projects to aid untrained classroom teachers in selecting materials and carrying on an effective art program. It was also the purpose of this manual to develop an appreciation and an interest in art to enable the child to express himself creatively.

This manual is a product of work units successfully carried out in the Church Street School of Thomasville, North Carolina with thirty-three eighth grade students. It does not attempt to make artists of children, but to a certain degree, aid them to become creators or appreciators of art. The contents of this manual should be used as a guide or as a reference.

Art is fun, creative, gay, and colorful. The teacher, with or without art experience can do much to guide each child to do the best that he can. Through studying children and reading books on the teaching of art, the teacher can develop a philosophy for her art program. Among the types of guidance are those which help the child in building up ideas, to see art subjects in a variety of areas, to work with a variety of media, to respect the product of his own work, and to use the language of art in discussions.

All projects in this manual have been provided with colorful illustrations to help the teacher build up ideas and improve the product. Possible outcomes of each project are mentioned in the summary. Of the numerous outcomes are those which develop the personality of the worker, develop creative ability, recognize the abilities of the child, excite an interest in the community, arouse student interest, realize the child's viewpoint through expression, develop child growth through art experiences, cause the worker to criticize and judge results, and develop through classroom experiences an interest in art that is reflected in leisure time activities.

A COMPARATIVE STUDY OF THE TWENTY-SEVEN TO THIRTY-SIX HOUR RETENTION AND NON-RETENTION EGGS OF THE CHICK

By ELIZABETH WENONAH CLARK
(ARTIS P. GRAVES, *Adviser*)

A comparative study was made of the somite development of 118 retention and 41 non-retention chick embryos. The investigation was undertaken to determine if the retention of eggs in the distal end of the Avian oviduct might be a contributing factor in developmental variations of chick embryos of identical ages. The retention embryos were developed from "held" eggs that were collected from a flock of two hundred chickens on the Agricultural and Technical College Poultry Farm. The non-retention embryos were developed from eggs collected from 9 A.M. to 5 P.M.

The progress of development of the non-retention and retention eggs were tested at the 27, 33, and 36 hour intervals.

This study reveals that striking variations in somite development exists in identical stages of the retention and non-retention embryos.

Under normal conditions there is very little evidence of accelerated development of retention eggs.

Extremes of hot weather suggests that it may be a causative factor in accelerated somite development.

A STUDY OF SCHOOL LEAVERS IN THE R. A. CLEMENT SCHOOL, CLEVELAND, NORTH CAROLINA DURING THE ACADEMIC YEAR 1952-1953

By JAMES CLARK
(G. V. GUY and O. A. DUPREE, *Advisers*)

Statement of the Problem. The study was made to discover factors influencing school leavers of R. A. Clement School, Cleveland, North Carolina, to leave school during the year 1952-1953. The investigation was also designed to reveal the whereabouts of the pupils in the study.

Scope of the Study. The investigation was limited to thirty-four drop-outs, forty-six withdrawals, and twenty-two graduates of the R. A. Clement School during the academic year 1952-1953.

Significance of the Study. The study was significant in that the results will be used by the administrative staff of R. A. Clement School, Cleveland, North Carolina, and the P.T.A. as an aid in setting up a cooperative school-community program for handling the problem of school leavers. The study was further significant in that it can serve as a guide to other institutions interested in similar studies.

Methods and Techniques. A combination of questionnaires and schedules were used in recording data for the study. The survey method was used in which data were procured from cumulative folders of leavers, and interviews with some leavers and teachers of leavers. Some questionnaires were mailed to graduates who were not available for interview.

Findings of the Investigation. The investigation revealed that:

1. Situations in the community were of such that most of the students began school the first of the year.
2. Drop-outs were more prevalent among boys than among girls.
3. Most boys stopped school to work, while most girls left because of pregnancy.
4. The months of November, January, and April were significant in that a large majority of drop-outs and withdrawals left school during these months.
5. The poor attendance record of drop-outs and withdrawals seemed to have been closely allied to dropping out.
6. Over-ageness in grades seemed to have been a factor which influenced students to drop out.
7. There seemed to have been a lack of enforcement of the school attendance laws, and lack of parental interest relative to the education of their children.
8. Poor economic conditions of the parents of leavers seemed to have influenced many drop-outs and withdrawals to leave school.

Recommendations. In light of the findings revealed in the study, the writer made the following recommendations:

1. That the principal keep in his office an up-to-date file of all school leavers.
2. That a thorough study of the school program be made to ascertain the weaknesses of its holding power.
3. That information concerning school attendance and drop-out problems be made available to parents and patrons of the school district.
4. That an effort be made to encourage more parents to own their home, and to practice diversified farming more extensively.
5. That parents and teachers, through the P. T. A., churches, community organizations, and discussion groups, make every possible effort to become cognizant of the graveness of the attendance and drop-out problems.
6. That the school make a study of its guidance program to determine whether it meets the specific needs and desires of the pupils.
7. That the purpose of the school be sold to the community through the most effective media possible.
8. That a closer tie between the school and the truant officer be encouraged.
9. That social promotion be considered as a factor to eliminate some over-ageness in grades.
10. That a subsequent study of this nature be made within the next five years to find out if the same problems exist with the same factors influencing them.

**A REPORT OF METHODS AND TECHNIQUES USED BY IN-SERVICE
TEACHERS OF SECONDARY SCHOOL MATHEMATICS WHO ARE
ATTENDING THE AGRICULTURAL AND TECHNICAL
COLLEGE SUMMER SESSION OF 1954**

By WILLIAM CRANDOL
(O. A. DUPREE, *Adviser*)

The problem of this study was to make a report of some of the methods and techniques suggested by authorities for teaching mathematics in the secondary school and the extent to which these methods and techniques were being used by in-service teachers of secondary school mathematics attending The Agricultural and Technical College Summer Session of 1954.

The purpose of this study was to survey the methods and techniques used by in-service teachers and to determine if these methods and techniques were sound, using authoritative criteria as a basis for soundness.

It was also the purpose of this study to enable the writer to examine his own methods and techniques of teaching mathematics to the end that his own methods and techniques might be improved.

The problem included a study of the methods and techniques used by fifty in-service mathematics teachers attending The Agricultural and Technical College Summer Session of 1954.

The study should be a valuable asset to any secondary school program of curriculum enrichment, especially in the teaching of mathematics. It should also aid a teacher of mathematics in helping the pupils to overcome certain difficulties which have typed mathematics as one of the most disliked courses in the secondary school.

The study should serve as criteria for better mathematical instruction. It should serve as a school guide in determining:

1. The effectiveness of proper and functional methods and techniques.
2. The identification of the students' problems more readily.
3. The accuracy of students and teachers' achievements.
4. The causes of students' fear of secondary mathematics.

This study led to the following conclusions:

1. Although a large number of teachers used the Drill Method, evidences showed that many of them were not familiar with many techniques that might be employed in the Drill Method.
2. In the Drill Method teacher-made tests were more widely used than any other instrument of grading achievement. Quizzes were little used.
3. A large number of teachers used the Project Method, but an unusually large number of teachers lacked knowledge of or failed to use the techniques of activities of children and variation.
4. In the Project Method, daily recitation was the major instrument of grading achievement and final examinations were the least employed.
5. A small number of teachers used the Group Method as compared with the Drill and Project Methods. The reasons seemed to point to the fact that teachers were not familiar with many techniques that were suggested in this study.

6. Teacher-made tests, techniques of the Group Method, were used as instruments of grading achievement, while quizzes were instruments least employed.
7. A large number of teachers used the Recitation Method, but facts indicated that many of them were not familiar with the techniques which constituted this method.
8. Final examinations were the most outstanding devices used in grading achievement of the Recitation Method, while the teacher-made tests were the least employed.
9. A small number of teachers used the Appreciation Method, because little seemed to be known about the techniques of this method.
10. Quizzes and daily recitations were used very little as instruments of grading achievement in the Appreciation Method.
11. A large number of teachers used the Supervised Study Method, but facts revealed that many of them were not familiar with many of the techniques of the method.
12. Teacher-made tests and daily recitations were the outstanding instruments of grading achievement in the Supervised Study Method, but final examinations and quizzes were used very little.
13. A large percentage of the teachers used the Lecture Method, but evidences showed that an unusually large number of teachers were familiar with many of the techniques of this method.
14. Teacher-made tests and daily recitation were the most used instruments of the Lecture Method, and final examinations were the least employed in grading achievement.

The following recommendations were offered:

1. That the Drill Method of teaching mathematics be more widely considered by employing quizzes and teacher-made tests as devices to enhance this method.
2. That the Project Method of teaching mathematics would be more functional if the techniques of activities of children and variation were used by a larger number of teachers.
3. That the teachers of mathematics acquaint themselves more with the Appreciation Method by employing the techniques of introduction of mathematics and application in their teaching.
4. That concrete materials, objects which can be made into solid or plane forms as a result of having abstract ideas about them, constitute a major technique for all the stated methods of teaching in this study.
5. That teachers provide experiences in appreciation of mathematics so that pupils might develop an interest in the mathematics program.
6. That the Drill, Project, Group, Recitation, Appreciation, Supervised Study, and Lecture Methods in teaching mathematics might be more widely considered by employing more extensively teacher-made tests and daily recitation as instruments to enhance this method.

A STUDY OF THE NEED FOR UTILIZING COMMUNITY PERSONNEL IN AN ADVISORY CAPACITY TO THE ADMINISTRATION OF THE REYNOLDS UNION SCHOOL, CANTON, NORTH CAROLINA

By RALPH DAVIS
(GEORGE V. GUY, *Adviser*)

Statement of the Problem

What were the real satisfactions and dissatisfactions of the patrons of the Reynolds Union School, Canton, North Carolina, and to what extent did they suggest a need for utilizing community personnel?

The specific purposes of this study were as follows:

Purpose of the Study

1. To discover what and how much the patrons knew about the operation and the program of the school.
2. To discover what the patrons thought about the operation and program of the school in terms of their satisfactions and dissatisfactions with it.
3. Through analyzing the findings, to set up a set of criteria for the adequacy of the school program.
4. Through the study as a whole to determine the need for utilizing community personnel in an advisory capacity to the school administration.

The Scope of the Study

According to the school records, there were 66 families represented by one or more pupils in the Reynolds Union School. Every family thus indicated on the school's roster was included in the study; hence every set of parents on the school's register was given a chance to tell what they either liked or disliked about the school. Non-parents were also invited to take part. Although, desirably, patrons, pupils, and teaching personnel collectively would determine a comprehensive set of standards for the adequacy of the school, this study was limited to a survey and analysis of the satisfactions and dissatisfactions as seen by patrons of the Reynolds Union School, Canton, North Carolina.

Methods and Procedures

This study was conducted by the normative survey method. In implementing the normative survey, use was made of statistical and logical methods. Interviews were conducted with all of the school patrons in the community by means of which the data for the study were collected. The interviews were conducted by persons not connected with the school in any way. These persons were briefed by the writer on techniques and procedures for evaluating information gained during the interviews and recording it on the interview schedule provided.

Summary

The following summary of results was made from the completed survey:

1. Sixty-one of the 85 respondents stated that they were generally satisfied with the Reynolds School; 17 were half and half, 3 were dissatisfied, and four expressed no opinion.

2. Generally, those who were satisfied with the school were (a) those who had visited the school, (b) those who thought they knew the teachers well enough, and (c) those who thought their children were well-treated.
3. Sixty-four respondents felt that the school should give the child help with social problems; none answered in the negative; but 9 were uncertain.
4. Patrons who thought that their child was not getting all he should get from the school thought the school should offer more courses.
5. Sixty of sixty-five answers showed that the parents thought most or practically everything their child was studying would help in everyday living.
6. Teaching methods used by the school were approved by a score of 66 satisfied, three about half and half, and 2 dissatisfied with three checking no opinion.
7. When asked to list the things their child should be learning which were not being taught, chemistry was listed most often.
8. The majority of the parents expressed belief that the school has very little of the equipment needed. Leading the list were playground, library, and laboratory equipment.
9. Only 16 parents felt that they knew as much about their child's school as they would like to know; 32 said "no" to this question; and 9 were uncertain.
10. When asked about what the school should do more, parents according to responses, said that the school should spend more time on teaching the children to get along and secondly on religious education.

Conclusions

The conclusions drawn from the study are as follows:

1. That the report proved very informative.
2. That the patrons of the school, though generally satisfied with the school, were generally not too well informed as to the overall operation of the school.
3. That, by making use of the talents of the better informed patrons, others could be reached and informed who would be hard for the principal and faculty to reach directly.
4. That the patrons felt that the school had very little of the equipment it needed.
5. That more playground equipment should be made available to the smaller children.
6. That the parents felt that more courses, especially chemistry, should be added to the curriculum.
7. That the parents, for the most part, were well satisfied with the teachers of the school.

Recommendations

The investigator made the following recommendations:

1. That in order for the administrator to get an overall picture of the satisfactions and dissatisfactions with the school, a similar survey be conducted for the faculty and student body.

2. That the school's public relations program be improved and extended.
3. That playground equipment for the smaller children be secured.
4. That a course in chemistry be inaugurated into the school curriculum.
5. That a greater effort be manifested in keeping the halls and bathrooms clean.
6. That more laboratory and other necessary equipment be secured.
7. That a permanent medium be set up to continue the study for the improvement of the adequacy of the school.
8. That community personnel be utilized in an advisory capacity to the school administration in bringing into effect the above recommendations.

THE GROWTH AND DEVELOPMENT OF THE PROGRAM OF ACTIVITIES IN THE NEGRO SCHOOLS OF SCOTLAND COUNTY, NORTH CAROLINA ADMINISTRATIVE UNIT DURING THE PERIOD 1944 TO 1954

By DEWEY ERNEST DOCKERY
(L. H. ROBINSON, *Adviser*)

Statement of the Problem. The problem of this study was to find out what factors contributed to the growth and development of the program of activities in the Negro schools of Scotland County, North Carolina Administrative Unit, during the period 1944 to 1954.

Purpose of the Study:

1. To determine those factors contributing to the growth and development of the Negro schools of Scotland County, North Carolina Administrative Unit.
2. To ascertain information regarding the program of activities in the Negro schools of Scotland County, North Carolina Administrative Unit.
3. To place stress upon some areas in our educational structure toward which advancement should be made.

Scope of the Study. This study was limited to the Negro schools of Scotland County, North Carolina Administrative Unit from 1944 to 1954.

Methodology. The historical survey, and descriptive methods were utilized in this study.

Procedures and Approaches. The following steps were employed in making the investigation:

1. Personal interviews were held with the superintendents.
2. The principal's statistical reports of Negro schools in Scotland County Administrative Unit from 1944 to 1954 were examined.
3. Newspapers, theses, books, and magazines were used.
4. Photographic views of school sites were taken.
5. Analyses of these reports were drawn in tabular form and interpreted, and conclusions were made.

Conclusions. As a result of the study the conclusion was that growth has taken place in the program of activities in Scotland County Administrative Unit, although in some areas it has lagged behind many of the more progressive counties of North Carolina.

Among the contributing factors to this progressive trend in the program of activities were the following:

1. Realization of the backwardness as compared to other counties in North Carolina.
2. Awakening of the public in general to the need for better schools and equipment.
3. Observation of outside pressure brought about in other areas and the marked effect or result.
4. Excess illiteracy as revealed by the high percentage of "X" marks among draftees of World Wars I and II.

The program of activities pursued was relatively uniform and mostly on the elementary level. Handicraft, dancing, art and sewing were added with athletics greatly accelerated. Negro high schools in the County were in their infancy, because they were being operated for the first time during the term 1952-53. Great strides were being made in graduate training and certification of teachers, and in better buildings and equipment.

Progress had been made, but few school plants adequately met the needs of the more progressive type of elementary and secondary school programs.

Elementary school plant facilities have always lagged behind the demands of the curriculum. These conditions were observed as follows:

1. Few games and equipment were provided.
2. A number of outside toilets were still in use.
3. Readjustment of bulletin boards and blackboards were needed in many instances.
4. There were scant provisions for expansion.
5. More equipment was needed in many classrooms.
6. Few attempts had been made to beautify the grounds, and few had playground equipment.

As a result of this study the following recommendations were made:

1. Physical facilities be increased at once. It is generally recognized that there is a direct relationship between good teaching and good facilities.
2. The curriculum of the elementary and high schools be strengthened through occupational studies, industrial arts, shop experiences, home making, and more personal guidance.
3. The instructional program of the school of Scotland County be sufficiently comprehensive to provide for the all-round growth and basic educational needs of children in the elementary and secondary grades.
4. A program for consolidation of the schools in the southern part of the county to house Hasty, Peddlers Creek, Rocky Ford and Snow Hill schools be devised.
5. Scotland County high schools be provided with gymnasiums as soon as possible in order to give ample opportunity in physical education and activities to students enrolled in the school and also to afford a center for recreational activities in the unit.

6. A program for consolidation of the smaller schools in the northern part of the county be effected.

7. More conscientious and morally strong teachers be recruited to improve conditions.

8. Better teacher acquaintance with parents and environment of students be encouraged in order to effect better understanding and cooperation.

9. Vital interest in the community and ways of betterment be cultivated.

10. Greater stress be placed on learning how to do something with the hands as only a few students go to college.

11. More attention be given to the three "R's." Many students seemed woefully lacking in these fundamentals of education.

12. In-service training be provided in order to stimulate educational progress in Scotland County.

SOME POSSIBLE ORIGINS AND THEORIES CONCERNING THIRTY-NINE LOCUTIONS AND REGIONAL PRONUNCIATIONS PREVALENT AMONG THE STUDENTS OF PENDER COUNTY TRAINING SCHOOL ROCKY POINT, NORTH CAROLINA

By LILLIAN RUTH DUPREE

(L. A. ALSTON, *Adviser*)

The purpose of the study was to determine the status and the possible origins of some locutions and regional pronunciations used by some of the students of Pender County Training School. It endeavored to provide a historical background of these words in the hope that the information contained in this study would aid teachers of English, confronted with the problems caused by these forms of speech, in the preparation of a program in English based on the needs of the student.

The study was primarily concerned with thirty-nine locutions and regional pronunciations.

The writer used the historical and the sociological methods in the study. The historical method, tracing the possible origin of the word, was combined with the sociological method which presented the social setting and the conditions under which these localisms are used. An attempt was made to present each word in a context similar to or taken from actual conversation samples.

It was found that many of the words regarded as "non-standard" today, were acceptable or "standard" English at one time. Other words were formed because of careless pronunciation or ignorance of the actual word because of failure to understand the word as written or heard. Many are traceable to Scottish origin.

This study should be of value to any teacher of English in the high school who is confronted with the problems in writing which the use of these localisms might bring about.

A SURVEY OF THE ELEMENTARY CHILDREN'S INTEREST IN COMICS AT THE CARVER CONSOLIDATED SCHOOL FORSYTH COUNTY, NORTH CAROLINA

BY MARIAN BARNEAU FAULKNER
(L. C. DOWDY, *Adviser*)

Statement of the Problem

The problem of this study was to determine the preferences of pupils' interests in comics in Grades IV through VI, and to determine the relationship of comics to their reading interests.

Significance of Problem

There was a definite need for a study to be made of the popular comic magazines and comic strips because of the grip they have on American youth today.

The majority of educators in close touch with children had been very much aware of the increasing absorption in comic books evidenced by elementary school pupils in the past few years.

It was hoped that if a study were made of the reading interest of the pupils in comics, these findings could be used by other teachers, administrators and parents in promoting the best reading of the pupils by helping them to evaluate differences in quality and worth. Through the use of comic books teachers may be able to aid children who need remedial reading. Also the reading interests of children in comics at different age levels could be used by teachers to extend pupils' interests gradually to books which will yield some of the same satisfaction and at the same time provide more worthwhile information.

Purpose of the Study

The purposes of this study were to investigate and evaluate the preferences of the elementary children's reading interests in comics in order to: (1) ascertain if comics could be used by teachers and parents in helping to establish better reading habits; (2) recommend ways of transferring reading interest from undesirable comics; (3) ascertain if materials in comics can be related to materials in desirable books.

Scope of the Problem

This study was limited to three hundred seventy children in the fourth, fifth, and sixth grades of Carver School, Forsyth County. This study was further limited to comic books and comic strips found in newspapers and magazines.

Method and Procedure

The normative-survey research method through a questionnaire check list was the type used. Data were tabulated from the questionnaire and interpreted in order to present findings and recommendations to teachers, parents, and administrators.

To avoid duplicating previous work and to discover related studies, the following indices were carefully checked:

United States Office of Education Library. *Bibliography of Research Studies in Education*, 1926-24, to date. Washington: Government Printing Office, 1929-1940.

Good, Carter Victor, editor "Doctor's Theses Under Way in Education", *Journal of Educational Research*, 1931-1944.

The local newspaper, *The Winston-Salem Journal and Sentinel*, was used for the results on the survey of the most popular comics read in 1952 and 1953.

Results of Findings

1. 97.5 per cent of the boys and 91.5 per cent of girls read comic books in the three grades.
2. Pupils read on an average fourteen comic books and twenty-six comic strips.
3. The five comics selected in order of preference by the boys were Dick Tracy, Superman, Smiling Jack, Donald Duck and Lone Ranger.
4. The five comics selected by the girls in order of preference were Blondie, Dick Tracy, Smiling Jack, Donald Duck, and Lone Ranger.
5. Girls preferred comics that had an element of romance and family life, action, humor, and adventure.
6. Boys were particularly attracted by action, adventure, fighting, feats of strength and daring, fantastic tales of life in other lands and planets, and thrilling escapades in the field of aviation.

Conclusions

The results of this study indicated that boys read more comics than girls. Comic books and comic strips were definitely a part of the reading literature of the fourth, fifth and sixth grades at Carver School.

The reasons for the pupils' interests in comics were closely related to subjects found in these grades.

The five comic books preferred by these pupils present such a variety of materials that correlation with the curricula of these grades was definitely possible.

Implications

- A. Parents and teachers will do well to recommend good comics to children because children will read them anyway.
- B. Preferences indicated in this study should help teachers to know the types of books children prefer.

Need for further Research

- A. Studies should be made to determine the word count of popular comics.
- B. Studies should be made to determine the children's understanding of comics read.
- C. Studies should be made to analyze thoroughly type of comics that are needed.

Recommendations

On the basis of the foregoing conclusions, the following recommendations were made:

That pupils be taught to appraise comics by making comparisons between the different comics that pupils read.

That comics be used to initiate better reading habits.

Materials be used from the comics in related lessons.

Materials in comics be related to materials in desirable books.

That an attempt be made to transfer pupils' interests from poorer to better comics.

A SUGGESTED UNIT ON FARM LIFE FOR THE FOURTH GRADE OF THE EDENTON ELEMENTARY SCHOOL, 1953-1954 EDENTON, NORTH CAROLINA

By EMMA ELIZABETH FOREMAN

(LEONARD H. ROBINSON, *Adviser*)

Since approximately two-thirds of the school population of Edenton are farmers, the problem of this study was to determine what objectives, techniques, procedures, and experiences can be developed in a unit of Farm Life for the Fourth Grade of the Edenton Elementary School.

The social studies are concerned primarily with man and his interaction, with his social and physical environment, and with human relationships. It was the purpose of this study to attempt to develop a functional unit in line with the main purposes of education—the development of democratic citizenship.

This study included thirty-six fourth grade students of the Edenton Elementary School, Edenton, North Carolina.

The study was designed to aid as a guide for teachers using the unit method of teaching in the elementary school. It should offer them an outline of instruction and the use of community resources.

It was the belief of the writer that this study would be of value to the families and students of Edenton in that it might give them an opportunity to study and improve the farming life of this community.

This study is a further suggested phase of the curriculum that would meet the needs of society and the child.

Recommendations

On the bases of the findings and experiences coming out of the preparation activities and evaluations of the unit on Farm Life, the writer made the following recommendations:

1. That teachers try the unit-method of teaching more in order to deviate from the static method of textbooks.

2. That teachers who have used the unit method make greater use of the community activities and develop units on the type of resources found on and near the community.

3. That more experiences and correlated activities be employed so as to make the unit method of teaching more meaningful.

4. That this study serve as a comparison of the unit method of instruction and the traditional method.

It was suggested that this unit was but one step toward leading the boys and girls participating in the unit to increasingly higher levels of democratic citizenship.

AN EVALUATION OF THE EXISTING INDUSTRIAL ARTS PROGRAM IN THE CITY SCHOOLS OF DURHAM, NORTH CAROLINA 1953-1954

By GOLAN FRAZIER

(GEORGE C. GAIL, *Adviser*)

The purpose of this study was to evaluate the industrial arts program of the Durham, North Carolina city school system to determine if it was operating as effectively as possible with existing facilities and also to determine what revisions, additions, or substitutions were necessary in order to keep the program abreast of the times.

Based upon the studies and recommendations of authorities and research students in the field, standards for an effective program were compiled under the following topic headings: (1) Organization, (2) Nature of offerings, (3) Physical facilities, (4) Instructional staff, (5) Instructional activities, (6) Instructional materials, (7) Methods of evaluation, (8) Outcomes.

This information served as the writer's criteria in formulating his conclusions and recommendations for the program.

Each instructor in the program filled out an industrial arts checklist developed by the Cooperative Study of Secondary-School Standards. The opinions, practices and experiences, indicated on the checklist, were summarized in substance under the foregoing eight topic headings.

Conclusions reached were as follows: (1) Extensive industrial arts offerings were provided for the eighth grade students and the junior co-op students but in the broad sense in which a complete program of industrial arts is now conceived, the organization of the Durham program was inadequate because regular industrial arts courses were not available for students in other grades on the elementary level and the junior and senior high school; (2) The 45 minute periods were too short for effective industrial arts teaching because of the time necessarily required to distribute and collect tools and supplies; (3) Opportunities for students to spend free or extra time in industrial arts hobby activities were insufficient in four shops; (4) A good variety of instructional areas were offered in the program; however, additional areas in the graphic arts and crafts such as ceramics and textiles would greatly enrich the program; (5) The physical facilities in the program were good; however, a number of improvements and additions were needed to effect better teaching and learning activities; (6) The instructors in this program were competent and well qualified for the jobs for which they were employed; (7) Instructors were familiar with the latest objectives of industrial arts; (8) All the shops had some instructional materials: but additional books, magazines, instruction sheets, and so forth, would enrich the teaching and learning activities; (9) Evaluation is an integral part of the teaching-learning activities; (10) The industrial arts program in Durham, enabled all the students to understand better the industrial society in which they live, and (11) The industrial arts program in Durham was above good. The provisions and conditions in the program were moderately extensive and were functioning well.

A STUDY OF THE USE OF APPROVED PRACTICES IN CORN PRODUCTION IN NORTH CAROLINA

By HUGENE GERALD
(W. A. BLOUNT, *Adviser*)

The purpose of the study was to determine the degree of acceptability and use of approved practices in corn production in North Carolina, as recommended by the experiment stations of the state.

Scope of the Study

The study was primarily concerned with the approved practices in corn production recommended for North Carolina by the experiment stations and was limited to the Negro agriculture teachers and extension county agents of the state.

Methodology

A combination of the descriptive and survey methods were used in collecting the data.

Procedures

A survey of data released by the experiment stations of North Carolina and other related studies was made. Questionnaires for the agriculture teachers and the county agents were the same.

Findings

The findings revealed that:

1. Little use was being made of some of the experiment station recommendations.
2. That a pattern was being followed throughout the state in the use of the approved practices.
3. Some of the approved practices were being used by only a small percentage of the farmers.
4. All of the approved practices must be used in order to get a well rounded program.
5. Some of the specific practices for North Carolina were not being used frequently.

Recommendations

It was recommended that special emphasis be placed upon and greater use be made of the following:

1. Having soil tested by the experiment station.
2. Following experiment station recommendations after having soil tested.
3. Proper spacing of rows and plants within the rows.
4. Early and shallow cultivation.
5. Applying fertilizer when planting.
6. Use of the "2 to 1" rule when applying top-dressing.
7. Use of chemicals for weed and insect control.

It was also recommended that a program be developed to bring about an increase in the use of those practices which were not being used frequently and to promote continued use of those practices that were being used frequently.

**THE RECREATIONAL READING HABITS OF TWELFTH GRADE
PUPILS IN THE JAMES B. DUDLEY HIGH SCHOOL,
GREENSBORO, NORTH CAROLINA**

By BLANCHE TAYLOR GRANT
(L. A. ALSTON, *Adviser*)

Statement of the Problem. The study sought to investigate and answer the following question: What are the recreational reading habits of twelfth grade pupils in the James B. Dudley High School, Greensboro, North Carolina?

Purpose of the Study. The purpose of this study was to determine the recreational reading habits of twelfth grade pupils in the James B. Dudley High School, Greensboro, North Carolina, and on the basis of the findings offer certain recommendations for improving the recreational reading practices of the pupils with the aid of the school, the home, and other local agencies.

Scope of the Study. The study was confined to one hundred sixty-three twelfth grade pupils in the James B. Dudley High School, Greensboro, North Carolina, during the school year 1953-54. The ages of the pupils ranged from sixteen to twenty years; however, three-fourths of the pupils were seventeen years of age. Ninety per cent of the pupils lived within the Greensboro city limits; the remaining ten per cent lived within a ten-mile radius of the school and were transported by county busses.

Furthermore, the study was limited to the reading of books, magazines, and newspapers.

Methodology. In this study the writer used a combination of the survey and statistical methods of research.

Procedures. A recreational reading questionnaire was submitted to one hundred sixty-three twelfth grade pupils of the James B. Dudley High School, Greensboro, North Carolina during the school year 1953-54. All responses from the questionnaire were checked, catagorized, analyzed, and interpreted. The results were tabulated in light of the purpose of the proposed study.

Summary of Findings. The findings based on the responses of one hundred sixty-three pupils included in the study were as follows:

1. Ninety-five per cent of the pupils enjoyed reading and read of their own accord.
2. The majority of the pupils read comic books, books that were illustrative in color, and stories of adventure, romance, and mystery. Stories of romance were favored by ninety per cent of the girls.
3. There was a positive carry-over as a result of reading in that the majority of the pupils stated that they had some personal reaction to the material that they read.
4. The study revealed that less than half of the pupils used the school library as a medium for borrowing books; that seventeen per cent of the pupils availed themselves with the opportunities provided by the Carnegie Negro Library; and that other local facilities were used by 13.1 per cent of the girls and no boys at all.

5. During a two-month period 58.8 per cent of the pupils read books from various sources and 41.2 per cent of the pupils stated that they had read no books at all during the period. Among the readers, the number of books read per person varied from one to fifteen. It was further revealed that the percentage of girl-readers was greater than the percentage of boy-readers.
6. Fifty-seven per cent of the pupils received some help in discovering and selecting books; however, forty-three per cent of the pupils received no aid in discovering and selecting books that they might enjoy. The pupils listed teachers, the librarian, school-mates, and a few relatives as persons who gave them aid in the selection of books.
7. Magazines were read widely by the pupils in the study. Magazines that were illustrative in color, magazines that portrayed the Negro and magazines that were relative to home-life, love and sex made the greatest appeal to the pupils.
8. All pupils read a daily newspaper either regularly or occasionally; however, many of the pupils confined their reading to certain sections of the newspaper. The comic section and the sport section were read by the majority of the pupils, and the society and editorial sections were the least favored. The editorial section was preferred by only one pupil in the entire group.
9. With respect to available reading materials in the home, it was noted that many of the homes reported books of some kind; however, the collections varied. The majority of the homes had very meager collections which in many cases included only a Bible and comic books. Eighteen per cent of the homes had no books at all.
10. Forty-seven per cent of the homes subscribed to some magazine. *Life Magazine* which had the largest representation was subscribed by 27.6 per cent of the homes. Subscriptions to other magazines were limited. The pupils reported, however, that members of their families purchased magazines from newspaper stands occasionally.
11. Approximately ninety per cent of the homes subscribed to a daily newspaper. The subscriptions were confined to two newspapers, namely: the *Greensboro Daily News* and the *Greensboro Record*.
12. Thirty-six per cent of the homes subscribed to weekly newspapers. The *Future Outlook*, the *Journal and Guide*, and the *Afro-American* had the greatest number of home subscriptions.

Recommendations. On the basis of the findings the following recommendations were made:

1. That the home, the school, and other local agencies accept the findings in this study as a challenge; and that these institutions strive diligently to improve the leisure time reading practices of the youth of this community.
2. That the teaching staff of James B. Dudley High School plan their courses so that the pupils may be adequately and specifically guided

into experiences which will develop a sense of discrimination and evaluation of books, newspapers, and magazines.

3. That a program of free-reading be developed through the English Department of the school; and that the following suggestions be considered in connection with this program:
 - (a) That a program of free-reading be fostered in conjunction with the classroom work in English;
 - (b) That pupils develop a wholesome attitude toward reading as a leisure time activity;
 - (c) That more guidance be given the pupils in discovering and selecting leisure reading materials
 - (d) That the value received through the reading of books be emphasized
 - (e) That pupils be guided into experiences which will train them to place less emphasis upon the reading of comic books and sex-love magazines
 - (f) That the importance of reading all sections of the newspaper be stressed, with special emphasis upon the editorial section
 - (g) That pupils be urged to use the school library and all available local libraries for securing pleasurable reading material
 - (h) And that periodic discussions concerning leisure reading activities of the pupils be conducted through the home-room; and that these discussions be planned by teacher-pupil committees under the supervision of the English Department.
4. That a continuous effort be made on the part of the librarian to increase pupil interest in the selection of wholesome reading materials through chapel programs, bulletin board displays, book clubs, and leisure reading contests; that she note the stories liked best by the pupils and secure as many of these books as possible.
5. That local agencies become aware that the twelfth grade pupils in the James B. Dudley High School are making little use of the facilities provided by these agencies; and that they be urged to lend additional assistance for developing more wholesome reading habits among the pupils of the community as a whole.
6. That the parents of the pupils be contacted through home visitations of teachers and through the Parent-Teacher Association of the school; and that these parents become aware of the existing leisure reading habits of the twelfth grade pupils and of the importance of surrounding the pupils with wholesome and varied reading materials in the home.
7. That similar studies be made relative to leisure reading habits of pupils below the twelfth grade level; and that extended effort be made to improve the leisure reading practices of all pupils in the Greensboro Public Schools, if need be.

A SURVEY OF THE MATHEMATICAL ABILITIES OF THE NINTH GRADE NEGRO PUPILS IN THE GREENSBORO PUBLIC SCHOOLS 1953

By CHARLES ANDREW GRANT
(NAN P. MANUEL, *Adviser*)

Statement of the Problem. How Proficient Are the Ninth Grade Negro Pupils of the Greensboro Public Schools in the use of Functional Mathematics?

Purpose of the Study. The purpose of the study was three fold: first, to determine the variation of mathematical ability between the various schools; second, to determine the variation of mathematical ability between boys and girls of the entire ninth grade; and third, to compare the performance of the entire ninth grade with the performance of a standard group in the use of Functional Mathematics.

Scope of the Study. This study was concerned with a survey of two hundred sixty-five ninth grade Negro pupils in the Greensboro Public Schools. The separate schools involved were the J. C. Price School, the Dudley High School, and the Lincoln Junior High School.

Methodology. A series of tests were administered to the ninth grade pupils in the various schools during regular class periods. The tests were administered by the mathematic teachers of the schools involved.

Conclusions. On the basis of the data found the following conclusions were warranted:

1. There was no sharp distinction between the entire ninth grade and the standard group in Quantitative Understanding.
2. The entire ninth grade was far below the standard group in Problem-solving.
3. The entire ninth grade was far below the standard group in Basic Computations.
4. The ninth grade group of the Lincoln Junior High School excelled each of the other groups in Quantitative Understanding, Problem Solving, and Basic Computations.
5. The ninth grade group of the Dudley High School ranked second in Quantitative Understanding, Problem Solving, and Basic Computations.
6. The girls excelled the boys in Quantitative Understanding and Problem solving.
7. There was no sharp distinction between the boys and girls in Basic Computations.

Recommendations. In the light of the experiences provided by this study, the writer offered the following recommendations:

1. That the teachers give more attention to developing basic number concepts and principles and problem solving.
2. That a committee of representatives from the Mathematics Department of the various schools be formed and along with their principals formulate plans to raise the level of mathematical ability in their respective schools.

3. That a course in mental arithmetic become a part of the teaching of mathematics in the lower level of the junior high school so that the ability to reason may be strengthened.

4. That more attention be given to the teaching of reading comprehension which is fundamental in the solution of verbal problems.

5. That drill in mathematical computation be stressed.

6. That standardized tests in functional mathematics be given periodically in order to detect growth or weakness in the areas of Quantitative Understanding, Problem Solving, and Basic Computations; and also to compare the various school groups with standard groups.

AN OCCUPATIONAL STUDY OF THE VOCATIONAL AGRICULTURE STUDENTS OF ROBESON COUNTY TRAINING SCHOOL, MAXTON, NORTH CAROLINA, FROM 1945-50

By BRUCE HARGROVE
(ARTHUR F. JACKSON, *Adviser*)

The problem of the study was to ascertain whether there was a need for more technical training in the Vocational Agriculture program for students of the Robeson County Training School.

The purpose of this study was to ascertain:

1. What factors influence farm boys to leave the farm at an early age
2. What are the shortages of technical training in Agriculture at Robeson County Training School
3. What jobs, other than farming, are sought?
4. What changes, or improvements, should be made in the department's program?

This study was limited to the number of students enrolled for vocational Agriculture training in Robeson County Training School during the period 1945-50.

The normative survey method was used. Data were obtained by the use of questionnaires and interviews from 104 students who were enrolled in Vocational Agriculture training at Robeson County Training School 1945-50.

A checklist was used in checking records of former students no longer residing in Robeson County, North Carolina.

The findings of this study suggested that there was a lack of technical training in the vocational agriculture classes of Robeson County Training School in soil testing, drainage, repair of farm equipment, and group project work. Of the number of students previously enrolled in vocational agriculture in the Robeson County Training School, the study revealed that less than 25 per cent chose farming as an occupation. This fact alone would serve as an index for the agriculture teacher in planning a more effective course calendar and job plans for the year.

This study further revealed that there was a definite need for the vocational agriculture program to be built around the interest of the farm boy. This program should be enhanced so as to interest them in phases of the work other than shop work.

In conclusion, the study should arouse the vocational agriculture teachers of Robeson County to so inspire and direct their students that the boys will become interested in all phases of the program including soils testing, drainage, mechanized farming, repairing of farm equipment and group project work.

The writer recommended the following:

1. That more technical agriculture be given in the first two years.
2. That vocational agriculture students be taught how to locate engine troubles, make minor repairs, and lubricate the gas engines.
3. That each boy take soil samples of farms and send them to the experiment station in Raleigh, North Carolina in an effort to get experiences in soil testing.
4. That vocational agricultural students be taken on field trips in order to see modern farm equipment in operation.
5. That boys be taught how to operate a tractor, tractor care, and general repair work on farm equipment.
6. The writer finally recommended that the bulk of the technical training be given the first two years because boys usually drop out during the third and fourth year of high school work. In this event he would be able to adjust himself in these mechanized areas of farming.

AN ANTHOLOGY OF SERMONS PREACHED BY NEGRO MINISTERS IN ROBESON COUNTY, NORTH CAROLINA

By DAVID HARKNESS
(LEONARD H. ROBINSON, *Adviser*)

Statement of the Problem. This study was concerned with the role of Negro Ministers in the contemporary life of the Negro population of Robeson County, North Carolina, during the last decade. Evaluation was made in the light of the socio-economic and political changes occurring in Robeson County, North Carolina, in the decade immediately following World War II.

Purpose of the Study. The purposes of the study were:

1. To ascertain whether or not the type of sermons preached by Negro ministers inspired their congregations to seek a better way of life by recognizing and adjusting themselves to rapid socio-economic and political change.
2. To observe and show the shift in Negro sermons from the "other worldly" type of preaching to a type that is concerned with the present life.
3. To inspire young men who are inclined to enter the profession of the Christian ministry.

Scope of the Study. The study was limited to sermons collected from Negro ministers either pastoring, living, or preaching in Robeson County, North Carolina, during the decade immediately following World War II. Eight ministers contributed to the study.

Methodology. The personal interview and analogical methods were used in collecting, organizing and evaluating data.

Implications or Conclusions. The data (sermons) supplied abundant evidence that the Negro minister has been a potent influence in the growth and development of American society. It was also evident that the ministers of today are better trained to lead their people into a larger vision, a richer life, and a more dynamic religious faith.

AN EVALUATION OF NINE EASTERN NORTH CAROLINA SCHOOL SHOPS OFFERING BRICKLAYING TO SECONDARY PUPILS

By JASPER GARFIELD HAYES
(C. W. PINCKNEY, *Adviser*)

The purpose of this study was to make available to certain school authorities information relative to the adequacies and inadequacies of school shop physical facilities in the Coastal Plains Section of North Carolina.

The physical facilities under which the pupil receives his training are known to contribute largely to the success of the educational program. This study should be helpful in that present physical facilities were revealed through the findings.

The results of this study will present to architects and school planning boards a comprehensive picture of the physical facilities of the shops studied. This information might (1) stimulate interest in having some of the inadequacies removed, and (2) have the physical facilities of other vocational shops investigated.

This study investigated the physical facilities of eight bricklaying shops in the following schools in the year of 1954: P. S. Jones High School, Beaufort County; Brunswick County Training School, Brunswick County; Queen Street High School, Carteret County; West Street High School, Craven County; Adkin High School, Lenoir County; Williston Industrial High School, New Hanover County; P. W. Moore High School, Pasquotank County; Epps High School, Pitt County; Dillard High School, Wayne County.

The term "physical facilities," as used in this study, has reference to lighting, plumbing, heating and ventilation, shop lay-outs, and architectural design of vocational shop in North Carolina Public High Schools.

Many of the shops were visited, interviews were held with the instructors, personal observations were made, and a questionnaire was sent to each bricklaying instructor in the area studied. This questionnaire was made up on the basis of certain standards established through a research study by Bateson.¹

Information secured through the various methods was compiled, classified, and summarized. The data was then compared with the previously established physical standards. On the basis of the findings, the following conclusions were reached:

1. The artificial and natural lighting conditions revealed in this study would indicate that much valuable practice time is wasted, because eye training exercises are of little value when practiced under improper illuminated conditions.

¹Willard M. Bateson, "Standards for Physical Facilities of School Shops Developed in Research Study," *School Shop*, XIII (April 1954), 5-42.

2. Fifty per cent of the shops were found to have less than one lavatory and wash-up station per ten pupils. These facilities were inadequate while drinking fountain were found adequate in eighty per cent of the shops.

3. None of the shops had air conditioning. All had adequate heating and ventilating facilities.

4. The floor area of most of the shops studied was sufficiently large enough to enable a bricklaying class to get valuable experiences in building practical projects.

The fact that seventy-five per cent of the shops did not have related classrooms suggested that many of the pupils were finishing the two year vocational program without being exposed to the necessary related information under favorable learning conditions. Facilities for libraries and visual aids did not exist in fifty per cent of the shops.

5. The average ceiling height for all shops was eleven feet six inches. The walls of all shops were of masonry materials and all floors of concrete.

All instructors stated that they would not follow the plan of their present shops were they privileged to design a new one for their respective schools.

A REPORT OF THE UTILIZATION OF COMMUNITY RESOURCES IN THE PLEASANT GROVE SCHOOL, ALAMANCE COUNTY, NORTH CAROLINA, 1951-1953

By JUANITA DAY HAZELL
(GEORGE V. GUY, *Adviser*)

The purpose of this study was to determine, through tabulation and analysis, the outstanding resources of the Pleasant Grove Community that were used in the primary grades of the Pleasant Grove School during the school years of 1951-52 and 1952-53, the extent to which these resources were used, and suggestions concerning the more effective and extensive use of the resources of the community.

The data were secured and tabulated from check lists which were filled out monthly during the two-year period by the primary teachers. Also considered in the study were the replies to letters sent by the teachers to a sampling of the parents in the community, opinionaires filled out by resource visitors to the school, and teacher-made tests administered to the second grade pupils.

The following conclusions were reached from the study:

1. The primary grades used books, pamphlets, a few magazines and newspapers, but neglected historical documentary resources.
2. These grades used exhibits, pictures, recordings, and charts, but were hampered by the lack of equipment for the adequate teacher training in the use of other audio-visual aids.
3. Service projects, resource visitors, and field trips were used considerably, but there were few interviews and no surveys.
4. With the exception of the Y. W. C. A. and the Y. M. C. A. all community agencies and organizations were used during the period of the study by the nine sections of the three primary grades.

5. Community resources were used continuously and consistently throughout the study.
6. With the exception of the survey and the interview, the methods of using community resources seemed to be continuous from the first through the third grade.
7. The test given second grade pupils indicated that factual information was and can be gained through the continuous and varied use of community resources.
8. Resource persons were satisfied with the preparations and arrangements made for their visits.
9. Parents approved of well-organized field trips for primary grade children.

Some of the major recommendations made by the writer were the following:

1. That parents be recognized as a valuable community resource.
2. That more historical documentary materials be used by the pupils.
3. That the in-service training program of the primary teachers in Alamance County provide opportunities for learning the proper use of educational films, slides, projectors, and other audio-visual aids and equipment.
4. That more use be made of resource visitors who can teach skills and initiate interest in hobbies and projects which children can continue.
5. That primary teachers make a comprehensive survey of the community in order to discover those resources of value to primary children.

AN EVALUATION OF THE TEACHING PROCEDURES USED BY VETERAN INSTRUCTORS IN INSTITUTIONAL ON-THE-FARM TRAINING CLASSES IN SIX NORTH CAROLINA COUNTIES

By GORDON HERRING
(C. E. DEAN, *Adviser*)

Statement of the Problem. The problem was to show to what extent the teaching procedures used by veteran instructors in Institutional On-the-Farm Training classes in six North Carolina counties had stressed the important problems in operating a farm, and to what extent these teaching procedures provided new information and technical "know how" to help the veteran become successfully established in farming.

Purpose of the Study. The purposes of the study were:

1. To discover what teaching procedures were used by the veteran instructors.
2. To determine the reactions of the veterans toward the teaching procedures used and to discover the ones they believed were most effective.
3. To collect and organize information that would be helpful to veteran teachers and other personnel working with out-of-school groups.
4. To determine the most effective methods of teaching that might be used.

5. To discover the extent to which Institutional On-the-Farm Training has aided the veterans on the farm.
6. To evaluate the most effective training procedures used by other veteran instructors.

Scope of the Problem. This study specifically concerned the techniques used by the veteran instructors of the Beverly Group which included schools in Anson, Moore, Lee, Richmond, Union, and Montgomery Counties of North Carolina.

Methods. In making this study, the writer secured the approval and cooperation of the Assistant State Supervisor of Vocational Agriculture to make a study in the Beverly Group. A combination of the questionnaire and check list methods was used in collecting data for the study. Visits were made to the classrooms of the veteran instructors and to the farms of the veteran trainees. Personal interviews were also made.

Findings and Interpretations. A total of sixty-three veterans were taught in the Institutional On-the-Farm Training Program. There were fourteen veteran instructors. All veteran instructors had had farm experience and had attended college. Fourteen instructors had had some additional professional hours since they had begun teaching. The study indicated that the majority, or 85 per cent of the veteran instructors preferred the lecture-demonstration method.

Thirty-four of the sixty-three veterans had purchased farms, and twelve had become established in farming.

As for the veterans' evaluation of the teaching procedures, 85 per cent preferred educational tours as an activity to help meet the yearly objectives; 39 per cent preferred field trips and improvement of monthly work. Twelve of the veterans felt that the most profitable procedures were those that provided favorable conditions for desirable learning and those that correlated present activities with past instruction.

The study further revealed that 55 per cent of the veterans felt that their classes were well organized because of frequent field trips, and 47 per cent felt that cooperation in farm work and individual instruction aided the class organization.

There were fifty-six or 88 per cent of the veterans who felt that planning by the instructors gave them a clearer vision of what they must do to become established on the farm.

Eleven or 17 per cent of the veterans enrolled were classified as tenants and operating the farm as managers, while eight or 12 per cent were operating a farm in partnership as owners and as renters. Ten or 15 per cent were in the land owner class, and the remaining seven or 11 per cent fell in the sharecropper class.

Recommendations. In order to obtain greater approval of classroom instruction by the participants, the following recommendations were made:

1. That the classroom procedures be carried to a level beyond that possible in the individual farming programs.
2. That a little more emphasis be placed on the practical problems that confront the veteran farmer of a specific locality.

3. That all teaching opportunities be utilized.
4. That recreational activities be more effectively organized.
5. That veteran instructors concentrate on the use of teaching methods which are given the highest rating by the veterans.

A STUDY OF VOLUNTARY READING INTERESTS OF THE FIFTH GRADE PUPILS AT JONESBORO AND WASHINGTON STREET SCHOOLS

By DORETHA LOUVENIA HOLTON
(CALVIN R. STEVENSON, *Adviser*)

Statement of the Problem

What were the voluntary reading interests of the fifth grade pupils at Jonesboro and Washington Street Schools, Greensboro, North Carolina?

Purpose of the Study

Specifically, this study sought to answer the following questions:

1. What effect did the family economic status have on the reading interests of the children?
2. What were the types of literature preferred by the children?
3. What were the sex differences, if any, in reading interests?
4. Where did the children secure their voluntary reading materials?
5. What effect did the radio, movies and television sets have on children's voluntary reading interests?
6. What were the five most popular books by schools and by sexes?

Scope of the Study

This study was concerned with the voluntary reading interests expressed by 100 fifth grade children, 50 from Jonesboro School and 50 from Washington Street School during the second half of the school year 1953-1954.

Probable Use, Significance, or Value of Study

According to research in the psychology of learning, the most effective learning may be associated with personal satisfaction derived from the activity which led to that learning. Since it would be difficult to call forth any activity without some degree of interest, it follows that a study of children's voluntary interests in reading might have significance for all concerned with the development of reading skills.

Hypothesis

Children from a community of persons engaged in varied occupations would tend to have wider and more varied expressed reading interests than children from a community of persons engaged in one occupation.

Terminology

Voluntary reading—Literature reported as read by people of their own free will.

¹D. E. Super, *Appraising Vocational Fitness*, (New York: Harper, 1949), p. 377.

Interest—Verbal profession of concern or curiosity in an object, activity, task, or occupation.

Method and Procedure

The normative survey method of research was used. A combination questionnaire check list was administered to the pupils. After the data were collected, they were presented in tables and figures. The personal data from the completed questionnaires was first analyzed to make comparisons between the two groups on the basis of home backgrounds of the subjects. Specifically, this analysis included number of siblings, ages last birthdays, whether parents were living or dead, adults in the home, parents' occupations, home ownership, number of rooms in home, movie attendance, whether or not home included radios, telephones, and television sets, and whether parents owned automobiles. Next, the reading data were analyzed to make comparisons of voluntary reading interests by school and by sex, most popular books by school and by sex, and sources of books read by school and by sex. Finally, the reading data were analyzed to determine the effects of radios, television sets in the home, and movie attendance on voluntary reading interests without regard for school or sex.

Summary of Findings

It was found that:

1. Pupils from Jonesboro School read a variety of books, whereas pupils from Washington Street School read a smaller number, but their reading included materials of superior quality.
2. The average number of books read a week per child from Washington Street School was 2.7 as compared with 2.4 from Jonesboro School.
3. Parents of Jonesboro School students had similar if not slightly better economic status as indicated by possessions and by rooms-person ratio than did parents of Washington Street School students.
4. Types of literature preferred by students were comic books, fairy-tales, adventure animal stories, biographies, stories about family life, realistic and historical fiction stories.
5. Boys and girls showed similar tastes in their reading interests. Boys were more interested in both books and magazines which dealt with adventure. Girls were more attracted by fantasy and stories of family life.
6. Boys listed almost twice as many popular books as did the girls.
7. Pupils secured their reading materials from the school library, the public library, the book mobile, and from their homes.
8. Movies, radio serials, and television shows, had no observable effect on children's voluntary reading.
9. The five most popular books for Jonesboro School were: *Alice in Wonderland*, *Tales of Peter Rabbit*, *Little Black Sambo*, *Pecos Bill*, and *Adventure of Robin Hood*.
10. The five most popular books for Washington Street School were: *Alice in Wonderland*, *Little Black Sambo*, *Tales of Peter Rabbit*, *Jungle Book*, and *Abe Lincoln*.

**A STUDY OF THE METHODS AND TECHNIQUES OF TEACHING
READING TO THE FIRST GRADE PUPILS OF THE NEW HANOVER
COUNTY SCHOOLS, WILMINGTON, NORTH CAROLINA**

By HAZEL H. HOWARD
(O. A. DUPREE, *Adviser*)

Statement of the Problem. Methods and techniques of teaching reading to any given grade are problems that must be considered to ensure maximum growth in the development of pupils. In the first grade the problems are more acute in that the child is having his first experience in school. In this study the writer was concerned with making a study of methods and techniques presented by authorities and methods and techniques used by teachers in New Hanover County Schools. It was desired that such a study improve the methods and techniques of the writer to the end that pupils would improve under her supervision and achieve maximum growth in reading.

Purpose of the Study. The purposes of this study were to determine:

1. Various kinds of methods and techniques used in teaching reading in the first grade in New Hanover County Schools.
2. From which methods the teachers obtained best results.
3. If the first grade teachers' methods measured up to methods suggested by authorities.

Scope of the Study. This study had certain limitations. They were as follows:

1. It was confined to the study of various kinds of methods and techniques used in teaching reading to the first grade pupils in New Hanover County Elementary Schools.
2. It was confined to the sixteen first grade teachers in New Hanover County.

Methodology and Procedures. The writer used the survey method of approach and questionnaires were sent out to collect data for the study. Data were compiled and presented with conclusions drawn on the basis of the findings, and suggestion were made. Tables were made to reveal the findings. Various reading tests were also administered to pupils to secure pertinent information for the development of the problem. Additional information was secured through interviews and classroom observations.

Findings. After an analysis of data, the writer concluded that:

1. The majority of the teachers used concrete visual and auditory materials for reading readiness; however, the materials were limited.
2. There was a need for a greater number and a greater variety of readiness books for a reading readiness program.
3. The story hour technique was used by all teachers, however, it came at varying times during the day.
4. Charts for the reading work were used by all teachers, although some of their methods varied to some extent.
5. All teachers did not use the structural analysis technique which is a part of the word attack method in the reading program.

6. There were varied opinions as to the best method of teaching beginning reading.
7. Teachers, for the most part, failed to follow up the testing program.
8. From observations and interviews, too many teachers used drill rather than meaningful techniques in teaching word recognition.
9. The reading program of most teachers did not provide for individual differences.
10. Most teachers were not resourceful in gathering materials for visual aids.

In the light of the foregoing conclusions the writer made the following recommendations:

1. That teachers utilize the following in their teaching:
 - a. More auditory and visual materials.
 - b. Controlled introduction of new words.
 - c. Correlation of supplementary and basic materials.
 - d. Systematic repetition of words in context.
 - e. Techniques which reinforce or strengthen preceding techniques.
2. That teachers teach word recognition so that it will be meaningful rather than by teaching it through isolated word drills.
3. That teachers keep abreast of the best methods and techniques in teaching reading.
4. That teachers use more pupil-teacher planning in the reading program.
5. That teachers use a variety of techniques and methods to meet individual needs in the reading program.

A PROPOSED PROGRAM FOR TEACHER GUIDANCE OF SEX EDUCATION WITH THE PRIMARY GRADES, ONE THROUGH THREE, AT MERRICK-MOORE COUNTY SCHOOL, DURHAM, NORTH CAROLINA 1954

By THERESA JONES ISLEY
(V. ANTHONY HORNE, JR., *Adviser*)

The problem of this study was the rise of unwholesome sex attitudes among smaller children in the primary grades.

The purpose of this study was to aid teachers and others in helping their children to regard sex as something normal, natural, and in no sense "nasty" or unmentionable.

The study was confined to primary grades one through three of Merrick-Moore School, Durham, North Carolina. This study was also limited to an experimental program involving ninety-five of the students, and a comparison of some who were not subject to the experiments.

It was hoped that this study would be of value to superintendents, supervisors, principals, teachers, future teachers, parents, and social agents, such as:

1. Directing the youth in such a way so as to eliminate ignorant sex practices.

2. Taking the essence of vulgarity regarding sex from the minds of the children by showing them the sacredness of sex; that is, God's primary purpose for instituting it as viewed by Theologians.

The procedure was conducted through incidental teaching with the unit "Family Life on the Farm." Birds, rabbits, and fish were used for the classroom experiments.

This study led to the following conclusions:

1. To parents
 - a. The imparting of sex information when requested without conditioning the children to mystery, shame, secrecy or disgust.
 - b. A mature emotional as well as intellectual balance.
 - c. The erasing of fear.
 - d. Building of modesty upon information, not curiosity upon ignorance.
2. To teachers
 - a. Use of their own integrity.
 - b. Treatment of sex as a natural feature of life.
 - c. Presentation of information for class as a whole.
 - d. Background knowledge showing familiarity with the needs of children at different age levels.

Upon the basis of the findings of this study, the writer felt justified in making the following recommendations:

1. That in order to assist a teacher to do a better job, the parents should give the pre-school child an understanding of the origin of birth and the difference between sexes.
2. That a teacher should know what a six, seven, and eight year old child's interests are, and should furnish natural, incidental outlets for these interests by:
 - a. Providing dramatization through suitable units of work, such as, the home unit.
 - b. Understanding and guiding simple boy-girl relationship into acceptable patterns through plays, partner games, and simple rhythms.
 - c. Recognizing the fact that many children aged six, seven, and eight are beginning to wonder about the details of birth, to understand sex differences, and to get a simple knowledge of pregnancy.
 - d. Conducting in the classroom experiments that will give a simple introduction to reproduction.
 - e. Promoting through discussion and the reading of well-chosen books an appreciation of the coming of a new baby into the home.

AN EXPERIMENT WHICH WILL FORM A BASIS FOR THE DEVELOPMENT OF A PROPOSED PLAN FOR THE IMPROVEMENT OF READING ON A COLLEGE LEVEL

By GERTRUDE JOHNSON
(ARTHUR F. JACKSON, *Adviser*)

The problem was to find out how rapidly the students read, how well they understood what they read, and how extensive their vocabularies were.

The study purposed to ascertain some of the problems which the students had in speed, vocabulary, and comprehension. The deficiencies in reading discovered, it proposed to alleviate them.

The experiment was conducted with an unselected class of third quarter college freshmen of The Agricultural and Technical College of North Carolina. There were twenty young men and seven young women ranging in age from 17 to 29. The procedure was as follows:

1. The administration of the Diagnostic Reading Test (Triggs) to determine the reading skills in
 - a. Speed in words per minute
 - b. Comprehension at that speed
 - c. Vocabulary
 - d. General comprehension
2. The testing for defective vision with the telebinocular.
3. The use of the Keystone Tachistoscopic techniques to widen the span of perception.
4. Practice in oral and silent reading for comprehension.
5. The administration of a second Diagnostic Reading Test to measure the progress made in speed, vocabulary, and comprehension.

The experiment identified weaknesses in speed, vocabulary, and comprehension. For example, it showed that the students read at a rate of from 121 to 355 words per minute, with around 54 per cent accuracy in comprehension at that speed. In vocabulary, the average percentile score was 11; in general comprehension, 18.

At the end of the tachistoscopic drills, the students showed improvements in the area of speed, comprehension, and vocabulary. Fifteen per cent improved in rate of reading; 40 per cent in comprehension at that rate; and 60 per cent in vocabulary. The gain in general comprehension was 3.83 per cent.

While these small gains make no claims to a solution for the reading problem, the experiment confirmed that old and young need to improve their reading. It showed, also, that mechanical devices, such as, the Tachistoscope, can help to broaden one's span of perception and thereby increase reading skill. It revealed, also, that both slow and fast readers can improve their rate, comprehension, and vocabulary.

Since the study showed that there are definite weaknesses in reading, and since it showed that remedial techniques can improve reading skills, the writer recommended the following:

1. That a year's course in remedial reading be included in the college curriculum as a part of
 - a. The English Department, or
 - b. The Guidance Program, or
 - c. Orientation, or
 - d. The requirement for the Trade and Agricultural Departments.
2. That a more thorough diagnosis be made of students who are to take the course in remedial reading by giving
 - a. Intelligence test
 - b. Personality test
 - c. Hearing test

3. That the supervising agent vary both the reading tests and the material so students can adapt rate to different types of materials.
4. That the supervising agent give checks on speed and comprehension at frequent intervals during the quarter.
5. That the supervising agent correlate the reading course with some club, like the Fortnightly Club of the Department of English.
6. That for this club, a committee from the various schools compile a list of readings in various fields.
7. That the study be repeated on a wider scale.

AN ANALYSIS AND APPRAISAL OF TEACHER ORIENTATION PRACTICES IN THE NEGRO COUNTY SCHOOLS OF RICHMOND COUNTY, NORTH CAROLINA

By EDGAR FRANKLIN JONES
(L. H. ROBINSON, *Adviser*)

This study recorded, analyzed, and appraised data obtained from forty-two teachers and principals employed in the Negro county schools of Richmond County, North Carolina. Included in this investigation were Mineral Springs High School, Ashley Chapel, Rosenwald, and Hoffman elementary schools respectively. Each principal and teacher was requested to respond to a questionnaire designed to discover what practices were employed in the orientation of new and beginning teachers during the 1953-1954 school term. They were appraised according to practices listed by authorities in the fields of supervision and administration of elementary and secondary schools.

Fourteen orientation practices were listed on the questionnaire and each principal and teacher was asked to check whether the procedure was employed regularly, occasionally, seldom or never. They were also requested to check whether the particular procedure was considered extremely valuable, considerably valuable, moderately valuable, of little value or of no value.

Tabulations disclosed that 77.0 percent of the forty-two teachers cooperating with the study stated that a general faculty meeting was regularly held at the beginning of the school term and new teachers were introduced and the overall school program discussed; 52.0 per cent stated that conferences and visitations early in the year were regularly employed as an orientation procedure; 48.0 per cent stated that departmental discussions were held regularly during the school year; 64.0 per cent stated that regular assistance was offered in securing adequate housing; 36.0 per cent stated that principal had daily office hours for teacher consultation, regularly; 38.0 per cent stated that a member of the administrative staff regularly assisted new teachers in evaluating their work at the close of the school year; 29.0 per cent stated that an experienced teacher was appointed as guide and counselor to new teacher regularly; 19.0 per cent stated that new and beginning teachers were regularly given an opportunity to observe superior teaching; 12.0 per cent stated that an in-service program was regularly in operation directed at solving problems of new and beginning teachers; 96.0 per cent stated that a handbook was presented regularly containing school policies and other relevant information; 54.0 per cent stated that the administration regularly

acquainted new teachers with community mores and customs; 48.0 per cent stated that assistance was regularly given new teachers in understanding the school's policy of evaluating pupil progress; 30.0 per cent stated that new teachers were regularly supplied with periodic supervisory bulletins; and 34.0 per cent stated that the school regularly cooperated with civic and social organizations in planning activities for new and beginning teachers.

From the analysis of data contained in this study, it was recommended (1) that more consideration and attention be given to the adjustment of new and beginning teachers in order that they may realize their maximum possibilities; and (2) that the orientation program be flexible enough to meet the individual needs of teachers employed.

It must be remembered that no set of practices is applicable in totality to all situations. Practices vary according to the philosophy, needs, and current developments of school and community.

A COMPARATIVE STUDY OF THE RESULTS OF THE READING ACHIEVEMENT TEST GIVEN TO THE SECOND GRADE PUPILS OF JOHNSTON COUNTY

By EMANULINE JONES

(W. MALCOLM JOHNSON, JR., *Adviser*)

The problem of this study was to determine the achievement in reading made by the second grade pupils of Johnston County.

The purpose of this study was to determine the status and needs of each pupil in reading achievement, a means for obtaining an improved and efficient program in reading achievement, and how to apply the program in the light of the social and economic background of the children.

The study included four Negro Schools namely, Short Journey, Princeton, Four Oaks, and Richard B. Harrison.

The information was obtained through administering the Reading Achievement Test and the Sims Social-Economic Score Card. The results were compiled and tabulated.

The survey and statistical method were used in the study.

This study revealed that:

1. The families of all the second grades were medium low in social, economic, and cultural backgrounds.
2. The reading achievement scores were parallel to the socio-economic background.
3. There was a definite need for an improved reading program.
4. The second graders were weakest in comprehension which included vocabulary drill and paragraph comprehension.

It was recommended by the writer that the teachers of second grades of Johnston County develop a reading program that would include these steps:

1. Develop adequate *meanings* before attempting to associate them with written or printed sentences, phrase, or word symbols.

2. Determine to what extent the approach has been successful.
3. Classify and individualize for each pupil to master the unmastered skills. Group pupils with similar difficulties, needs, backgrounds, and vary the approach until pupils succeed.

A STUDY OF LIVING STANDARDS IN RELATIONS TO INCOME OF THE FAMILIES OF STUDENTS IN THE SECOND GRADE CLASSES OF CLEVELAND SCHOOL, SHELBY, NORTH CAROLINA

By MARTHA EDITH JONES
(LEONARD H. ROBINSON, *Adviser*)

This study was concerned with:

1. The relationship of income to standards of living as measured by expenditures.
2. The economic status of the families in relations to their standard of living.

The investigation was confined to the ninety families of the second graders of the Cleveland School, Shelby, North Carolina. The study was further limited to the economic status of the families or to the families in relations to income.

A questionnaire concerning family income, source of income and disposal of income was sent to ninety families of the pupils in the second grade classes of Cleveland School, Shelby, North Carolina.

Findings

As a result of the tabulated data, it was shown that:

1. The income of the families fell in the medium or lower income bracket. Average yearly income was between \$1000 or \$2000.
2. Source of income was through salaried jobs and not from investments, outside income, or rents.
3. The father was usually the contributor to the family income; but, in some instances, the mother worked on a salaried job.
4. The size of the average family surveyed was from five to six persons.
5. The families devoted their expenditures to the barest necessities for existence; namely, food, clothing, shelter, insurance, and fuel. More money was spent on these items (on an average) than on social clubs or other luxuries.

Since the standard of living is measured by income, the writer made the following recommendations:

1. The families surveyed be educated to develop the intelligence and moral force necessary to attain a higher standard of living.
2. They be made to realize that the services to society, not the costliness of style of living, determine the worth or value of a man or woman. Some ways of accomplishing this realization are:
 - (a) Building attitudes among children of these families of developing higher standards of living. Units of work on family life will help build such attitudes.

- (b) Through units of work on family life, develop favorable attitudes for honest work. Emphasize the importance of making the most of the job at hand, expanding and improving work when the opportunity comes.
 - (c) The educators, being the influential people of a community, encourage the grown ups:
 - 1. To take part in more church, school, social, and community activities (Y.M.C.A., Y.W.C.A., Boy and Girl Scouts, etc.).
 - 2. To develop programs in school that would carry over into the community to encourage home ownership, thrift, investments and security.
 - (d) Educators dignify work by showing the importance of budgeting time and money.
3. Families be encouraged to improve incomes by seeking better jobs and improving present jobs.

A SURVEY OF THE ELEMENTARY CHILDREN'S READING INTEREST AND HABITS IN NEWSPAPERS AND MAGAZINES AT THE CARVER CONSOLIDATED SCHOOL, FORSYTH COUNTY, NORTH CAROLINA

By LOUISE WILLIS KING
(L. C. DOWDY, *Adviser*)

Statement of the Problem. This study was made to determine children's preferences and habits in reading newspapers and magazines.

Purpose of the Study. This study was designed to find if materials found in newspapers and magazines could be used more extensively by teachers and parents in helping to establish better reading habits of the children, and to survey the status of leisure reading practices of a select group of pupils, both in and out of school. To determine further if materials in newspapers and magazines could be correlated with materials in the curricula, and to recommend ways of broadening and enriching the pupil's experiences through the reading of current literature so as to awaken an interest in being well informed about world affairs.

Scope of the Study. This study was confined to the fourth, fifth, and sixth grade pupils of the Greater Carver school system of Forsyth County, North Carolina, which included four hundred twenty pupils, for the school year, 1954-1955, and the months of September, October, and November.

Methods of Procedure. Periodicals, bulletins, books and pamphlets were reviewed. A search for related materials and collateral studies were made by consulting the United States Library of Congress, The Bibliographical Index, and the Education Index. A review of previous studies on the problem was made. To establish validity for this study, the following procedure was carried out:

- 1. The writer personally interviewed teachers of grade four, five, and six, the administrative staff, and some parents.
- 2. Interviews were also held with the librarian of the school, the City-County librarian and the Book-mobile librarian.

3. A survey in the form of a questionnaire was used to make the study.
4. The data gathered from the study was analyzed and recorded in tables.

The following conclusions were made possible through analysis of the facts revealed by the questionnaire.

1. The pupils who returned the questionnaires showed regularity in their individual reading habits.
2. Age, and proficiency influenced the time spent in extra-curricular reading.
3. Proficiency in reading influenced the enjoyment of having some one read to them.
4. Students were exposed to a quantity of extra-curricula reading material.
5. By virtue of previous voluntary reading done by pupils, it would be beneficial to integrate current literature into the curriculum.
6. Parents should become aware of the child's affinity for mystery, love, detective and comic themes and select desirable reading matter in that category.

Recommendations. From the general analysis and evaluation of the data in this study the investigator submits the following recommendations:

1. That teachers help their classes get the best out of their newspapers and magazines by making newspaper and magazine reading a group experience and by stimulating pride in being well informed.
2. That class periods be devoted to the exploring of newspapers and magazines.
3. That teachers realize the reading interests with which pupils come to school are our opportunity, but the reading interests with which they leave school are our responsibility.
4. That a variety of reading materials be provided.
5. That the teachers become acquainted with the common interests and the individual interests of the pupils in the class.
6. That some of the reading done by the children be voluntary as well as parent and teacher initiated.
7. That pupils be taught to read with discrimination.
8. That book ownership be encouraged.
9. That parents and teachers be aware of pupil's reading needs, interests and habits at different age levels.
10. Since the comics seem to be here to stay, it is important to evaluate their effects on children.
11. Use materials from the comics in newspapers and magazines in related lessons when possible.
12. Relate materials in comics, newspapers and magazines to desirable books.

**A PROPOSED PROGRAM OF CITIZENSHIP TRAINING IN THE
GRADES NINE AND TEN, OF AYDEN COLORED HIGH SCHOOL,
AYDEN, NORTH CAROLINA**

By HUEY LAWRENCE
(JOHN L. WITHERS, *Adviser*)

In the past our schools have attempted to teach in their Citizenship Training Methods the information, skills, abilities, and attitudes as subject matter. Citizenship is not a subject; it is a way of living, and its learning demands appropriate practice in the living of it. The writer, in this study, attempted to develop a citizenship program for the ninth and tenth grades of the Ayden Colored High School, Ayden, North Carolina, that would give them the information by living as good citizens.

The writer developed for the ninth grade a unit of work entitled "What is Democracy." In this unit of work the writer carefully chose tours and motion pictures to let the students see Democracy at work and to let the students have the opportunity to make Democracy work within their community. This unit of work should, if properly administered, make the students develop a better appreciation for the democratic way of life.

For the tenth grade the writer developed a unit of work dealing with student government. This unit of work dealt with the student council and gave the students the opportunity to develop and participate in the governing of their educational institution with the proper guidance. Again the student learned by doing. This unit of work should develop within the students the responsibility of each one as a part of the student government, and each student should be aware of his responsibilities as a citizen of this democratic way of life.

In this proposed program the writer illustrated the part that the entire community can play in helping to make its youth better citizens. In each unit of work each community organization was given a chance to play its part in the development of its future citizens. The effective utilization of all available community resources as an educational laboratory depends upon deliberate planning for such use by the school administration.

It may be said by way of summary that there is rather general agreement among educators in high schools of all sizes and types (1) that civic competence or good citizenship is one of the important objectives of the school, (2) that it is an essential objective for every youth, and therefore common to all curriculums and all cocurricular activities, and (3) that citizenship is a major purpose of certain subjects—history, civics, community life problems, sociology, economics—and an important concomitant of other subjects and pupil organizations and activities. There is also general agreement that all students and their teachers need to develop a working knowledge, a sound understanding and practical skills concerning: (1) the meaning of democracy, (2) the nature and importance of civil liberties, (3) the dignity and worth of the individual, (4) the major economic problems and trends, (5) the institutions and problems of social welfare, and (6) the political institutions and processes essential to the American way of life.

**THE SOCIO-ECONOMIC STATUS OF NEGRO FARM OPERATORS
ACCORDING TO LAND TENURE IN SOUTHERN DURHAM
COUNTY, NORTH CAROLINA, 1952**

By JOHN DOUGLAS LENNON
(GLENN FRANK RANKIN, *Adviser*)

This study was made to determine the current socio-economic status of Negro farm operators according to land tenure in Southern Durham County, North Carolina, 1952. It had as its primary purpose to create an awareness of the social and economic conditions existing among Negro farm families in each important tenure group found in the area surveyed, as a basis for planning a program of education in vocational agriculture.

The data were obtained by a farm-to-farm survey made by the investigator. Forty-eight farmers cooperated in the survey. Of this number, fourteen were owners; fourteen, one-fourth share tenants; and twenty-one one-half share tenants. A single schedule was used with all tenure groups. Operators used in the study were determined by random sampling.

Findings indicated that, of the three farm tenure groups most common in the area, one-fourth share tenants realized the largest farm income. The largest farms were found among the one-half share tenants. Their farms produced the largest income from tobacco but the operators themselves received only half of the crop income and were therefore thrown into the lowest income group. Improved practices in crop and livestock production were commonly used by more owners.

Seven per cent of the one-fourth share tenants and fourteen per cent of the owners who reported having completed some grade between the ninth and twelfth in high school were operators with the highest educational training of all groups cooperating.

More improved practices were used by owners in both livestock and crop production. They had more tractors, more modern conveniences in their homes, and more farming equipment. Health practices were generally low among all tenure groups. Recreational activities engaged in by the operators were very limited. Though livestock and poultry incomes were very low, owners maintained a consistently higher average income from this source than other tenure groups. One-half share tenants were the lowest in livestock production.

Owners and one-fourth share tenants had lived longer on the farms on which they were living at the time of the study. These operators followed more approved soil conservation practices. Farmers who had lived on the same farm for five years or more showed greater participation in soil conservation practices. Owners had the smallest farms in size and fewer acres under cultivation of the three groups. Tobacco was the chief money crop. Income from other farm sources was very small. Cattle and eggs were highest as income producing commodities. Owners and one-fourth share tenants predominated in these sources of income. Operators who moved frequently reported very low returns from livestock and poultry.

Recommendations made on the basis of the study were for greater educational participation, better health practices, and improved farm management practices among the 48 farm operators.

A SUGGESTED CURRICULAR PROGRAM FOR THE PROPOSED CONSOLIDATED STOKES ELEMENTARY SCHOOL

By MATTHEW LEWIS
(O. A. DUPREE, *Adviser*)

Statement of the Problem. The problem in this study was to determine the desires of the people of the Stokes Consolidated School community for improving the school curriculum.

Purpose of the Study. The purpose of this study was to suggest a cooperative approach for enriching and broadening the curriculum to meet the needs of the Stokes Consolidated Elementary School community.

Scope of the Study. This study was limited to the Negro population in the Stokes School community.

The three general aspects considered in this study were (1) investigating the present status of the educational program, (2) securing desires of people for enriching the school curriculum, and (3) suggesting ways of implementing the desires of the people of the Stokes School community.

Methods and Techniques. The normative survey method was used. A review of related subjects on the problem was also made.

The following procedure was employed:

1. Observations of the setting of the Stokes Consolidated School community.
2. Two hundred questionnaires were constructed and mailed or delivered to parents, teachers, and students of the Stokes School community during the school year 1953-1954.
3. Statistical tables were used to present the findings.

Findings of the Investigation. The findings revealed that the people of the Stokes community were very interested in improving certain areas of the curriculum in the school. Those areas were: language arts, social studies, industrial art, science activities, interscholastic athletics, and a correlation of mathematics with objects in the home. A felt need for improvement in the school program was evidenced by the large number of respondents indicating interest in having the school program aid in meeting the immediate needs of the home and community.

Recommendations

The following recommendations were submitted:

1. That a curriculum enrichment program be launched for the schools in the proposed Stokes Consolidated School district that will make use of both students and parents.
2. That this program of enrichment begin in the early autumn of 1954 so as to be ready when the consolidation program has been fully completed.
3. That the in-service training program include demonstrations on the use of concrete materials in the teaching of arithmetic.
4. That this study be used as an aid and guide in the curriculum enrichment program.

5. That the curriculum of the proposed consolidated school include courses in industrial arts and music.
6. That the curriculum program include a greater cooperation with 4-H Club specialists to the end that experiences in better home and farm living be provided.
7. That the social studies curriculum be enriched to include Negro life and life in the community.

A SURVEY OF THE RECREATIONAL FACILITIES FOR NEGROES IN RANDOLPH COUNTY

By ARTHUR McADOO
(LEONARD H. ROBINSON, *Adviser*)

With the change of time, there has come about more progressive moves with respect to the needs for recreation. This thesis was an outgrowth of visits to all sections of Randolph County, studying the defects and dangers of the present recreational facilities and the growing need for more and better ones. The great value and needs for activities for boys, girls, men and women were recognized. The findings were offered as a source of guidance to the many leaders who will be working in schools and recreational systems. Therefore, it was hoped that this study would inspire the superintendent, principals, parents, and the Educational Board of Randolph County to be more alert and more concerned about the importance of the recreational facilities for all of its citizens.

This study embraced an investigation of all recreational facilities and activities for Negroes in Randolph County, North Carolina, including the following schools and communities:

1. Randleman Elementary School, Randleman, North Carolina.
2. Trinity Elementary School, Trinity, North Carolina.
3. Ramseur Elementary School, Ramseur, North Carolina.
4. Liberty High School, Liberty, North Carolina.
5. Central High School, Asheboro, North Carolina.

The purpose of this study was manifold and follows thus:

1. To make a survey of those recreational facilities that were available for Negroes in Randolph County by comparison and by contrast in order to show shortages and needs.
2. To define a valuable recreational program by studying some books that have good recreational programs.
3. To show the next most important practical steps that needed to be taken to improve the present situation for boys, girls, men and women of Randolph County, North Carolina.

The survey method was used in making this investigation. This included:

1. Use of the questionnaire and interview techniques.
2. A survey of all the schools and recreational facilities in Randolph County.

3. A survey of related literature on community recreational facilities as pertaining to his problem.
4. The taking of pictures of some of the places of recreation.

From the study, the writer made the following conclusions:

1. That there was a definite need for a well defined recreational program in Randolph County for Negroes.
2. That the meager facilities available needed to be extended and improved.
3. That an improved recreational program would help interpret the school to the community.
4. That there was a need for a program for the teen-age group of Randolph County.

A FOLLOW-UP STUDY OF THE TRADE AND INDUSTRIAL STUDENTS AT DUDLEY HIGH SCHOOL, GREENSBORO, NORTH CAROLINA, FROM THE YEARS 1947 TO 1952

By NELSON VERNARD MACOMSON
(G. C. GAIL, *Adviser*)

The problem of the writer was to determine the effectiveness of the trade and industrial program at Dudley High School.

The data for the study were obtained from the results of a questionnaire which was sent to 170 students who had taken trade and industrial courses from 1947 through 1952. Forty per cent, or 109 students responded to the questionnaire.

The Findings: It was found that 43 per cent of the students had a military service record and that 22 per cent were still in the service. Ninety-three per cent obtained employment within 1 year after leaving school and 6.5 per cent had no paid work experience. Seventy-three and four-tenths per cent of the responses had worked at the occupation for which they received training and 30.3 per cent were working at these occupations at the time of the survey. Seventy-two and five tenths per cents of the students indicated that they were able to make progress on the job because of their trade training. Those students who graduated from high school reported more weekly earnings than did those who dropped out before completing their training. The greatest frequency of jobs reported held were in automobile service, radio and television service, domestic service, cooking and baking, brick-laying, restaurant work, nursing, truck driving, clerking, laundrying, and dry cleaning. The students suggested the following improvements for the program: more equipment, more subject offerings, more guidance in subject selection, more audio-visual aids, more punctuality in reporting to the job, and more initiative and alertness on the student's part.

Recommendations:

1. Industrial Arts, mechanical drawing, mathematics, and physics be required of all trade and industrial students.

2. The shops have more adequate working space, the latest type of equipment and tools used in industry, proper lighting and ventilation, and adequate lockers, storage space, and wash-up facilities.

3. There be group guidance as well as individual guidance in the junior and senior high schools to acquaint the students with occupational information.

4. The teachers continue their professional training.

A FOLLOW-UP STUDY OF THE ADJUSTMENTS OF BOYS AND GIRLS DISCHARGED FROM THE MEMORIAL INDUSTRIAL SCHOOL, 1944-1954

By EVERETT LEE MARTIN

(W. MALCOLM JOHNSON, JR., *Adviser*)

Purpose of the Study. It is the desire of every school to improve its curriculum. Only by finding out just what is happening to the students, how they are thinking and what they are doing, can a school learn just how to improve its services. Since it is the purpose of the Memorial Industrial School to improve the moral and educational status of delinquent boys and girls, it was the purpose of this study to determine:

1. To what extent the boys and girls were being discharged and reasons for their discharge.
2. To ascertain facts concerning pupils discharged from the school before completion of the prescribed course of the Memorial Industrial School.

It was further the purpose of the study to suggest methods, as a result of the findings, to improve the services offered the delinquent boys and girls of the Memorial Industrial School.

Scope of the Study. The study was confined to the causes and adjustment facts of the discharged from the Memorial Industrial School during the years 1944 to 1954. This study was limited to approximately one hundred and thirty-five students.

Procedures.

1. The writer acquainted himself with all materials and literature concerning this problem.
2. A survey was made of pupils discharged by the Superintendent of the Memorial Industrial School.
3. A case history was made of those discharged through the Welfare Department.
4. Data collected from the foregoing sources were tabulated, analyzed, and a summary of findings presented.

Source of Data. Data for this study were secured from the superintendent's office and the Welfare Department.

Findings.

1. The average time spent in the Memorial Industrial School was two and one-half years.

2. Sixty-one percent of the children came from homes that were broken either because of divorce, separation, or death of one or both of the parents.
3. Twenty-nine per cent of the children were employed on jobs of low income.
4. Approximately thirty-five percent of the fathers were unemployed and were serving time.
5. The majority of the mothers was employed as domestic workers, or in the factories.
6. Boys and girls discharged were usually discharged to some relative or parent on the recommendation of the Welfare Department; mostly to go to school or work.
7. Adjustments after being discharged were not so favorable.
8. Only a third of the boys and girls discharged had membership in the church or participated in any club organization.

Recommendations. In light of the findings the writer made the following recommendations:

1. That it be stipulated in the By-Laws of the school, that a child admitted to the school must remain at least four years.
2. That a closer investigation of home conditions be made by the staff of the Memorial Industrial School along with the County Board of Welfare.
3. An in-service program of improving home conditions be given by the school and periodic visits made to note improvements.
4. The staff of the Memorial Industrial School develop within the students a sense of belonging and a desire to improve economically and socially.
5. A broader curriculum of studies that would include industrial arts and other vocational subjects be included in the program of the Memorial Industrial School.
6. A knowledge of, and a development of more leisure time activities be included in the school program.

A STUDY DESIGNED FOR THE IMPROVEMENT OF ATTITUDES OF THE NEGRO TEACHERS OF BEDFORD COUNTY, VIRGINIA TOWARDS IN-SERVICE TEACHER EDUCATION

By MARTHA ANNE MINNIS
(J. V. PHIFER, *Adviser*)

Statement of the Problem. The Bedford County Negro Teachers need to change their indifferent attitudes towards In-Service Teacher Education.

Purpose of the Study. The purpose of this study was to show the real value of in-service education to teachers and to propose plans or recommendations for an improved in-service teacher education program that will inspire and encourage the disinterested teachers to improve their attitudes toward in-service training.

Scope of the Study. This study was limited to attempting to improve the attitudes of the Negro teachers of Bedford County, Virginia, towards in-service teacher education, or toward their own professional growth.

Probable Use and Significance or Value of the Study. This study should be useful to the teachers of Bedford County who have, without a doubt, proved that they are disinterested in in-service teacher education by refusing to allow themselves to become allied with, to profit by, or lend their aid to its progress and improvement; but hold an isolated position, still clinging to old, static methods and refusing to adhere to change.

Method of Procedure. Contacts, observations and interviews with the teachers were carried on by the writer. Questionnaires were made, distributed to the teachers, signed by them and returned, and summarized by the writer. A table was compiled showing teacher interest in in-service teacher training. Primary and documentary data were collected, organized, classified, and recorded to be used as a body of information to help the teachers realize that valuable information on in-service teacher training exists which they may draw from and profit by.

Recommendations. The recommendations in this study consisted of proposals for improving the Bedford County in-service teacher education program, hoping thereby to improve the attitudes of Bedford County's Negro teachers toward such education. They should see advantages, both financial and professional, in continued personal growth through in-service education, especially, the twenty-six disinterested teachers who do not hold degrees and whose salaries, therefore, are on a low basis because of it and whose non-improved programs are devoid of inspiration and progressiveness.

Conclusions. From the general analysis and evaluation of the data in this investigation, and since better teacher education and curriculum improvement are integrally related, the writer made the following conclusions:

1. Today, we need to consider that the first member of the team of curriculum improvement is the classroom teacher. Regardless of the study bulletins, guides, textbooks, and other gadgets, the curriculum is what takes place under the guidance of the classroom teacher. Books, articles and speeches have proclaimed the value of the competent teacher and no one have overstated the case. Few things are more soul-stirring than to watch a real teacher develop the God given qualities of children. Their aim should ever be for the improvement of themselves and of their work.
2. Another player on the team is the child. We must know how children learn and grow in order to devise suitable curriculum for them, that will be effective in the active process of learning. In a good school, children are doing things with their muscles and with their minds. The use of their help in curriculum planning should be advocated and should be encouraged.
3. To have an improved curriculum requires organization and constant vigilance to keep the organization flexible. To the classroom teacher's own abilities should be added many contacts with the experts who know the up-to-date and truly significant knowledge and resources.
4. Parents should get in on the ground floor in helping with curriculum planning,—discussing the objectives of the school, suggesting resources and helping to select patterns of experiences.

5. All must work together in improving the teaching profession, the school, and the people in general. We must improve teaching not by discarding old methods in favor of the new; but rather by continuing research to find better procedures for users of old methods to be trained in using new ones—this is a concomitant of in-service education.

A HISTORICAL STUDY OF THE COMMUNITY PROGRAM IN THE LITTLE RIVER SCHOOL AREA DURING THE YEARS 1937-1952

By JAMES LINK MOFFITT
(C. E. DEAN, *Adviser*)

Statement of the Problem. The problem, stated briefly, was to determine the significant factors in the historical development of the community family program in the Little River School area, Durham County, Bahama, North Carolina, during the years 1937-1952.

Purpose of the Study. The purpose of the study was to provide a record of growth and development of the community program in the Little River School area, and to determine steps for broadening and increasing the efficiency in organizing and directing this and similar programs.

Methodology. A survey of literature dealing with the historical aspects of community programs, with emphasis placed upon leadership, organization, and participation, as it related to this study was made. The field source, records of organization, written digest, newspaper reports and recognition of the writer were also used in the study.

Findings and Interpretations. The study included fifty families of the Little River School area who had been enrolled in the organized community groups during the years 1937-1952.

A historical account revealing the steps in the growth and development of the community program under the guidance of the Vocational Education Department was given. Returns from the check sheets of families in each of the four communities—Bahama, Harris Grove, Russell, and Rongemont—were summarized according to community groups.

Greatest results came when community people were given an opportunity to assist with planning and executing community activities. Interest, motivation, and participation were greatest when the total family could participate in the activity. The study included a narrative of several cooperative activities sponsored by the four groups.

Recommendations. The following recommendations were given for future advancement for this and similar programs:

1. Maintain a functional advisory council.
2. Maintain an adequate long-range financial program.
3. Seek to secure the support of the county or city government.
4. Encourage the use of all community resources available.
5. Encourage community groups to become sponsors of various programs instituted in the county.
6. Provide opportunities for declining age groups to use time profitably.

As a result of fifty families surveyed of the four communities, (Harris Grove, Bahama, Russell, and Rougemont), the survey revealed the following recommendations as given by family members for future advancement:

1. Provide more formal education for family members.
2. Provide special training courses for officers.
3. Have members gain a knowledge of community program before becoming an officer.
4. Conduct regular and year round meetings.
5. Give more concern to visiting other counties to observe work of the community people.

A STUDY OF THE ORGANIZATION AND SERVICES OF NEGRO RECREATION CENTERS IN WINSTON-SALEM, NORTH CAROLINA

By ELLIOTT MONTGOMERY
(LEONARD H. ROBINSON, *Adviser*)

Statement of the Problem

This study was concerned with the recreation centers for Negroes in Winston-Salem, North Carolina. The study sought to answer the following questions:

1. What is the nature of organization of the recreation centers?
2. What specific services do they offer the Negro population of the city?
3. What is the degree and extent of participation of Negro population in the recreational program?

Purpose of the Study

The purposes of this study were to make a survey of the Negro Recreation Centers in respect to (1) organization; (2) types of programs and services offered; and (3) degree and extent of participation of the Negro citizens in the total recreational program.

Scope of the Study

The study covered Columbia Heights, Fourteenth Street, Happy Hill, Kimberly Park, and Skyland Recreation Centers.

Value of the Study

The study might serve as a basis for determining what recreational facilities are available to the Negro public and the type of programs that are offered during the year.

Methods and Procedures

The social and ecological survey methods were used. Information was obtained from personal interviews, personal observations, and questionnaires.

Summary and Findings

It was found that the recreational programs were grouped in the following categories: music, dramatics, sports and games, crafts, hobbies, social activities, and outing activities.

It was also found that some children did not get the best out of the recreational program because of the location of centers and the lack of facilities.

A recommendation was proposed to improve the five Negro recreation centers and also construct a community center in the heart of the Negro population.

SUGGESTED INSTRUCTIONAL LESSONS IN PLUMBING FOR INDUSTRIAL ARTS HOME MECHANICS COURSES

By CHARLES WILL MOORE
(C. W. PINCKNEY, *Adviser*)

Statement of the Problem. The problem of this study was to investigate materials, equipment, and methods that would be applicable to instructional lessons in home mechanics plumbing.

This study answered such questions as:

1. What lessons should be given in home mechanics plumbing to enable a person to do simple plumbing repairs?
2. What materials will be used?
3. What tools and equipment will be needed?
4. What books and references will be needed?
5. How much time will be required to teach the lessons?

Purpose of the Study. The purposes of this study were to:

1. Prepare instructional lessons in home mechanics plumbing for use at the Industrial Arts level.
2. Develop understanding of skills and appreciation for domestic plumbing.
3. Compile instructional lessons in home mechanics plumbing for use in industrial arts courses.
4. Select instructional lessons in home mechanics plumbing that are more in keeping with the real needs of home owners.
5. Determine the skills needed to perform common service jobs in domestic plumbing.
6. Give a general understanding of the plumbing system of the home.

Scope of the Study. This study was concerned with only one area of home mechanics. It dealt with lessons in plumbing as they related to home mechanics. Such materials as the following were used:

- I. Informational Topics
 - A. Code and Regulations
 - B. Water Meter Reading
 - C. Insulating (heat loss and sweating)
 - D. Common Plumbing fixtures (kinds and types)
- II. Manipulative Experiences
 - A. Faucets (types and service)
 - B. Valves (types and service)
 - C. Traps and Drains

- D. Pipes and Fittings
- E. Adjusting gas flames
- F. Draining and Thawing pipes
- G. Repairing Toilet Flush Tanks

This study was of the curriculum planning type and employed the objective appraisal of book materials.

A comprehensive review was made of all accessible literature dealing with domestic plumbing maintenance, home mechanics, and others as these related to industrial arts.

Conclusions. As a result of the development of this study the following outcomes may be realized:

1. A knowledge of codes, definitions of terms and general regulations necessary in home plumbing.
2. A general understanding and interpretation of reading water meters.
3. A knowledge of plumbing fixtures and their operation.
4. Skills developed in manipulating the repairs and operation of plumbing fixtures.
5. A working knowledge of suitable references to use in acquiring knowledge on the operation and repairs of home mechanics plumbing.

Recommendations. As a result of this study, the writer made the following recommendations:

1. That this study serve as a basis for subsequent studies that might show the value of home mechanics plumbing.
2. That the lessons of this study be used as a guide to the teaching of facts and skills on home mechanics plumbing.
4. That the summary of textbooks serve as a guide in the selecting of reference materials on home mechanics plumbing.
4. That similar studies be made in other areas of home mechanics, such as, electricity, carpentry, finishing and decorating, masonry, and heating and ventilation.

**THE ACTUAL BOOK-READING INTERESTS OF THE SEVENTH GRADE
PUPILS AT THE LINCOLN JUNIOR HIGH SCHOOL, GREENSBORO,
NORTH CAROLINA, COMPARED WITH THE 1953-1954 NORTH
CAROLINA STATE RECOMMENDED BOOK TITLE LIST FOR
JUNIOR HIGH SCHOOL PUPILS 1953-1954**

By CLARA MOREHEAD
(L. A. ALSTON, *Adviser*)

Statement of the Problem

To what extent did the 1953-1954 North Carolina State Recommended Book Titles for junior high school pupils satisfy the actual book-reading interests of the seventh grade pupils at the Lincoln Junior High School, Greensboro, North Carolina?

Purpose of the Study

The purpose of this study was to determine:

1. The actual book-reading interests of the seventh grade pupils at the Lincoln Junior High School.

2. The book titles listed by the North Carolina State Department of Public Instruction for junior high school pupils.

3. The extent to which these pupils' interests coincided or differed with the North Carolina suggested book titles for junior high school boys and girls.

Scope of the Study

This study was limited to the seventh grade pupils who attended the Lincoln Junior High School, Greensboro, North Carolina, for the school term 1953-1954.

Probable Use and Significance, or Value of Study

This study should be useful to junior high school librarians in selecting additional titles for their libraries, and suggesting reading lists for their seventh graders. It should be of further use to teachers who might be interested in studying the reading interests of their children. It would probably serve as a suggestion to the State Library Commission in making additions to its junior high school book lists in the future.

Methodology

1. A book reading interest questionnaire was administered to these pupils during the seventh month of the school term.

2. A copy of the North Carolina State suggested book list was secured.

The questionnaire method was used to obtain the interests of the pupils, and a bibliographical survey was made of previous related studies to bring to light the problems involved in determining reading interests.

Procedures or Approaches

1. The results of the Book-Reading Interest Questionnaire given to the seventh grade pupils were summarized and classified according to subject matter areas to determine the pupils' reading interests.

2. These interest areas were compared with the North Carolina State suggested book list areas to indicate likenesses or differences.

Source of Data

Data were secured from (1) questionnaire, (2) North Carolina State suggested book list, (3) other related studies.

Conclusions

It was concluded from this study—*The Actual Book-Reading Interests of the Seventh Grade Pupils at the Lincoln Junior High School, Greensboro, North Carolina, Compared with the 1953-1954 North Carolina State Recommended Book Title List for Junior High School Pupils*—that the actual book-reading interests of the seventh grade boys and girls at this junior high school were not really satisfied by the suggested reading list by the North Carolina State Department of Public Instruction. However, the individual teachers and the librarian who worked closely with these children may do much to help bridge this gap. The State might make some additions to certain areas of its book list to help meet the needs of these junior high school pupils if studies of this type in other junior high schools should reveal similar facts.

Recommendations

The writer recommended:

1. That these pupils' interests be broadened and enriched to a great extent.
 - a. The individual teacher's aid and suggestions be used in studying these pupils in their free reading.
 - b. The librarian assist in exposing and acquainting these pupils with the many writers and the various types of books at their disposal.
2. That the number of book titles in fairy tales and religion be increased on the North Carolina State recommended reading list for junior high school boys and girls.

THE EDUCATIONAL STATUS OF THE NEGRO ELEMENTARY TEACHERS OF CASWELL COUNTY, 1952-1953

By MARY BLACKMON MULBROW
(W. MALCOLM JOHNSON, JR., *Adviser*)

Caswell County, a north Piedmont County, borders the Virginia state line. There were nineteen one-room schools, eleven two-room schools, four three-room schools, and one Union school in Caswell County for Negroes.

The basic purpose of this study was to determine the present educational status of the Negro teachers in Caswell County, North Carolina, for the school year 1952-1953.

More specifically, this study proposed:

1. To determine the average training of Negro elementary teachers of Caswell County.
2. To determine the environmental factors that influenced teachers' social activities.
3. To determine abilities and capabilities within the teaching personnel of the Negro elementary teachers.

The writer used as her field of study, the records of the seventy teachers of the thirty-six elementary schools in Caswell County, North Carolina, for the year 1952-1953.

The writer used the Normative Survey Method of research in the study. The basic means of analysis was the statistical method.

Questionnaires were given to the seventy Negro elementary teachers of Caswell County in August, 1953, and fifty were returned.

Personal interviews were held with teachers who failed to return questionnaires.

The information gathered from the questionnaires and personal interviews were made into tables and graphs.

The results of the study were as follows:

1. The teaching personnel in Caswell County represented products of fourteen colleges and universities.
2. Ten teachers held masters degrees in elementary education.
3. Seventeen teachers were doing graduate work at seven colleges and universities.
4. The range of teaching experience was from one to forty-three years.

5. Forty-four and three-tenths percent of the teaching personnel of Caswell County were products of Winston-Salem Teachers College.
6. Fifteen and seven-tenths percent of the teaching personnel of Caswell County were graduates of the Agricultural and Technical College of North Carolina.
7. Teachers in Caswell County subscribed to twenty-seven different magazines.
8. Sixteen different instruments were played by teachers in Caswell County.
9. Thirty-six professional books were read during the school year 1952-1953.
10. Teachers were members of six different professional organizations.
11. The alumni club served a two-fold purpose—professional growth, and social activities of the teachers.

The competent teacher is a growing teacher. The professionally-minded teacher seeks opportunities for continuous growth. As a result of this study it was recommended that:

1. Similar studies be made throughout North Carolina in county schools.
2. A guiding council be set up in the county.
3. Newly gained ideas and techniques be applied with reasonable promptness for the improvement of educational procedures.
4. Opportunities for in-service growth be provided for all members of the instructional staff.
5. In-service growth be stimulated by such means as those noted below.
 - a. Group study of actual school problems under the guidance of able professional leaders and with competent consultants available.
 - b. Comprehension of all community agencies affecting the lives and growth of children.
 - c. Stimulation of the teacher to interpret to the community his own work, the objectives and the life—the problems, failures, and successes—of the school.
 - d. Participation in the activities of professional associations as a means of developing increased competence while improving the teacher's sense of professional responsibility.
 - e. Planned use of teacher's daily activities under skillful motivation and guidance.
 - f. Travel, both at home and abroad.

PATTERNS OF LAND ACQUISITION AND DISPOSITION AMONG NEGRO FARM OWNERS IN NORTHERN ORANGE COUNTY, NORTH CAROLINA

By JAMES MCKINLEY MURFREE
(C. E. DEAN, *Adviser*)

Statement of the Problem

1. To determine whether the present owner inherited, purchased, received as a gift, or married into the property he now owns;
2. To determine what

plans the present owners have for the disposition of their land; 3. To determine the normal length of time and the most common pattern used in securing this property.

Scope of the Study

This study was limited to one hundred land owners possessing thirty or more acres of property. This study was further limited to the five townships of Cedar Grove, Eno, Little River, Cheeks, and Hillsboro located in Northern Orange County, North Carolina.

Methods of Procedure

The writer read the investigations of thirteen other writers who had made similar studies. The writer's next step was to select all (155) of the farmers with thirty or more acres of land in the five townships. These names were taken from the tax books and given a code number. A disinterested person drew one hundred of these names and these property owners were interviewed. An interview schedule was developed and administered personally by the writer. The results of these interviews were tabulated and summarized. From these findings the conclusions and recommendations were made.

Conclusions

After a thorough study of the data collected in this investigation the writer came to these conclusions:

1. That the patterns of land acquisition pointed toward more, and smaller farms. This study discovered that there was an average of 5.32 heirs per family who expected to inherit an average of about eighteen acres each. This is considerably smaller than the present average size of 95.27 acres each.
2. Ninety-one per cent of the farm owners had made no definite plans for any of their posterity to eventually inherit their property; therefore a vast majority of the estates will be divided according to the laws of descent.
3. If wills are eventually made by the present owners, the farms will still be divided into parcels too small for economic farming because 77 per cent had an idea of dividing equally among the heirs.
4. Twenty-six per cent said that the parcels of property to be awarded to their heirs were large enough for them to derive a living from. This, the writer disagreed with, because in ten of the cases the amount to be awarded was less than thirty acres; and in no case was the amount over one hundred acres. These are the days of mechanized farming and a small farm can not be farmed economically with expensive machinery.
5. It is not likely that many of the present farmers will be inclined in their wills to give priority to any child who has sacrificed so that the parents and farm might be retained. In only twenty per cent of the situations was the son or son-in-law farming with the parents.
6. Most of the estates will be settled after the death of the present owners. Of the one hundred cases investigated, none had transferred ownership of any property to an heir.

7. Very few farms will be handed down as going concerns. Only five per cent of the cases investigated had bought the rights of the other heirs, and 77 per cent of the present owners had an idea of dividing equally among the heirs.
8. Most of the farms, when passed down, will most likely be debt-free. Only 20 per cent of the one hundred participants still owed for their farms, and the pattern of payment was only 5.6 years to pay off the indebtedness.
9. Financing the acquisition of farm land was no obstacle to land ownership. When suitable farms could be found, an individual, the FHA, or the persons selling through land contracts were willing to accept the risk at a reasonable rate of interest.

Recommendations

* As a result of this investigation the investigator made the following recommendations:

1. An adult educational program should very definitely be initiated through:
 - a. Vocational Agriculture Teachers
 - b. County Agents
 - c. Home Agents
 - d. Home Economics Teachers
 - e. Parent-Teacher Associations
 - f. Rural Churches
 - g. Rural Schools
 - h. FHA Supervisors
 - i. Other agencies working to improve rural family living.
2. Definite, legal means of transferring the property should be considered by the farm owners.
3. The farm should be handed down as a going concern.
4. Family discussions should be held to decide on the one to become the farm operating heir.
5. Sound, longtime, plans should be agreed upon whereby the farm operating heir can make payments to the other heirs without abnormal handicaps.
6. The farm operating heir's share of the inherited property should serve as his down payment on the farm.
7. Where feasible (especially in the case of aged or feeble parents), transfer of the property should be made prior to death, with special reservation set up to protect the security of the parents and the heirs.
8. Fair play should prevail at all times in these transfers, e.g. if an heir has made special sacrifices, whether at home or away, so that the parents and farmstead might be retained, he should be given priority in these deliberations.
9. Legal procedures should be followed in all these transactions. A lawyer should be consulted and the deed or will should be registered with the Register of Deeds. These expenses may someday be worth many times their current cost.
10. More studies of this nature should be conducted in other sections of the state to gain a better knowledge of the patterns employed in acquiring and disposing of property on a state-wide basis.

**AN EXPERIMENTATION OF A UNIT IN A COURSE OF STUDY BASED
ON THE NATURAL RESOURCES OF SURRY COUNTY,
NORTH CAROLINA**

By GLADYS NEAL

(W. MALCOLM JOHNSON, JR., *Adviser*)

The problem of this study was to determine what kind of course of study in regards to subject matter, methods, techniques and evaluations could be developed based upon the natural resources of Surry County.

What attitudes, appreciations, and facts came as a result of exposing the students to one of these units?

The purpose of the study was to secure a comprehensive picture of the natural resources of Surry County through investigation and experimentation, to motivate interest in teachers and pupils; to emphasize the value of resource use education; to increase understandings, attitudes, and appreciations for the natural resources of Surry County through units of study; and to show the effect of the development of natural resources upon industrialization within the county.

This study was limited to the Seventh Grade Class of the Negro School of Surry County, North Carolina. Such phases as Wildlife, Water, Soil, Forestry, and Mineral Resources were emphasized.

The survey and experimental methods were used to make this study. The following steps were taken:

1. Letters were sent to the State Department at Raleigh, North Carolina, United States departments at Washington, D. C., and the corporations in Surry County that were utilized to obtain material for this study.
2. A survey was made by the writer of the natural resources of Surry County with the idea of using the data in this study.
3. A unit of work was developed and put into action.

The writer suggested the following:

1. The public be educated to support conservational logging.
2. The public be educated to use proper precautions against fire when hunting, fishing, camping, or traveling through the forest lands.
3. A popular understanding of natural resources be developed.
4. The individual be sensitized to evidences of resource wastes.
5. Attempts be made to correct the belief that resources are inexhaustible.
6. Pupils be taught an appreciation of the uses of the forest.
7. The unit method brings subjects together in living reality.
8. Pupils not only have interesting experiences but also acquire facts, skills, understandings, attitudes, and ideals.
9. Emphasis be placed more on resource use in classroom teaching.
10. Community resources be regarded as a pertinent part of the Curriculum.

A STUDY OF THE RELATIONSHIP OF LANGUAGE ABILITY TO READING PROGRESS OF THE FIRST GRADE CHILDREN OF CARVER CONSOLIDATED SCHOOL IN FORSYTH COUNTY, NORTH CAROLINA

By EVELYN JOHNSON PHILLIPS
(L. H. ROBINSON, *Adviser*)

Purpose of the Study

The purpose of this study was to find out what relationship language ability had on the reading progress of first grade children.

Problem of the Study

The correlation of language ability to reading progress has not yet been definitely established. Language, the ability to make oneself understood and to be able to understand others, has been identified with reading. This has come about because of various methods employed by men: use of sign language, smoke signals, tom-toms, oral utterances, picture writing, and rebus. The variations of each method and the definite relationship of language ability to the interpretation of the printed page has not yet been determined.

Scope of the Study

This study included evidence gathered from the observation of one hundred eight children in the first grade at the Carver Consolidated School of Forsyth County, North Carolina. It also included an objective report on the speech behavior of these children by the four sections of this grade over a twelve week period.

Methods and Procedures Used

The four teachers of the first grade were asked to rate pupils according to the overall ability to understand language according to their ability to read. The students were tested to determine speech deficiencies by asking them to reproduce sounds. The nature of speech deficiencies were compared with the correlation of abilities and conclusions regarding the effect.

Oral language tests were devised consisting of performance and understanding. The following items were included: commands, directions, descriptions, and inquiries.

Data for this study were obtained and tabulated from the results of actual tests given them by the doctor, speech therapist, and the writer.

Results and Findings

This study revealed that most of the students having defects were found among the lower averages.

Of the twenty lisping students, eighteen were found in the group compiling the lower averages.

This study also indicated that of the forty-three stuttering and stammering students, forty were found in the group having the lower averages.

Of the one hundred and eighteen students, one hundred and two were guilty of some form of language laziness.

One student was tongue-tied and all of the students had some experience with baby-talk.

Recommendations

As a result of this study the writer made the following recommendations:

1. A study tracing the influence of other defects on reading ability be made. This study should concern itself with the effect of cleft-palate, hare-lip, aphasia, or overall language ability and reading ability.
2. A study testing the initial correlation between the phases of language ability be made.
3. A full time speech therapist be employed for the county.

**AN ANALYSIS OF THE ARITHMETICAL ABILITIES OF THE SEVENTH
GRADE PUPILS IN THE LINCOLN JUNIOR HIGH SCHOOL,
GREENSBORO, NORTH CAROLINA, 1952**

By MARGARET WALLINGTON PHILLIPS
(NAN PHELPS MANUEL, *Adviser*)

The problem of this study was to determine the level of ability in arithmetic of ninety-three seventh grade pupils in the Lincoln Junior High School, Greensboro, North Carolina, and the variation of arithmetical ability in respect to sex and in respect to the national norm.

The results of the California Achievement Tests in Arithmetic were used in carrying out this study. A statistical analysis of the test results indicated the following:

1. No exceptionally high scores were made on the Total Arithmetic Test.
2. The lowest score made by the girls on the Total Arithmetic Test was not as low as the lowest score made by the boys, but the highest score made by both groups was the same.
3. The extent to which the scores tended to deviate about the mean was greater among the boys than the girls in Total Arithmetic.
4. The percentage of girls above the national norm in Total Arithmetic was greater than the percentage of boys.
5. In Arithmetic Reasoning, the majority of the pupils who made scores above and below the national norm made scores close to it.
6. The mean average for the girls in Arithmetic Reasoning was higher than for the boys.
7. The variation of scores about the mean was greater for the boys than the girls in Arithmetic Reasoning.
8. A very low percentage of the students made scores above the national norm in Arithmetic Fundamentals.
9. The lowest mean score was made in Arithmetic Fundamentals by both boys and girls.

As a result of this study, the following conclusions were drawn:

1. There was little difference in arithmetical ability between the boys and the girls in the Lincoln Junior High School, Greensboro, North Carolina.
2. The reasoning ability of the majority of the pupils was greater than their ability on fundamentals.
3. The majority of the pupils fell below the national norm in arithmetic.

The writer made the following recommendations:

1. That a follow-up study be made of the same pupils used in this study to see what improvement has been made.
2. That studies of arithmetical abilities be made of other seventh grade pupils for comparison.
3. That teachers put more emphasis on arithmetic fundamentals in the teaching of arithmetic as there was an urgent need as revealed in this study.

TELEVISION AS A FACTOR IN EDUCATION, WITH RECOMMENDATIONS FOR CLASSROOM INTEGRATION IN THE PUBLIC SCHOOLS OF GREENSBORO, NORTH CAROLINA

By CATHERINE NORCOTT POOLE
(L. A. ALSTON, *Adviser*)

The problem of this study was to determine to what extent television could be made an integral part of instruction in the public schools of Greensboro, North Carolina.

The purpose of this thesis was to suggest the importance of television as a factor in education and to recommend its use for classroom integration in the public schools of Greensboro, North Carolina. A secondary purpose was to encourage classroom teachers to explore the possibilities of the use of television in their classroom instruction. Information concerning the number of televisions in the homes of the pupils enrolled in the public schools of Greensboro, North Carolina, and their televiewing habits came by way of a questionnaire. Findings revealed that the percentage of students with televisions warranted making use of the present commercial station for educational purposes. The evidence in the study indicated that television was given no major emphasis in the curriculum in the public schools of Greensboro.

Upon the basis of information, and analysis of data on the questionnaire the following recommendations were made for making television an integral part of instruction in the public schools of Greensboro, North Carolina.

1. That teachers of the public schools of Greensboro, let television serve as an aid in teaching and not set aside nor lessen the use of the textbooks and libraries.
2. That the teachers in the public schools of Greensboro make use of the television to stimulate thinking and problem-solving among the pupils.
3. That the school administration, educators and the city of Greensboro seek educational time over WFMY-TV.
4. That the teachers in the public schools of Greensboro stress in their teaching the mastery of techniques and skills to aid the pupils in learning from viewing a television program.

It is the belief of the writer that television could truly become a factor in the education of the pupils in the public schools of Greensboro if the above mentioned recommendations are acted upon.

**AN ANALYSIS OF THE GUIDANCE PROGRAM FOR GRADES FOUR
THROUGH SIX AT DUNBAR HIGH SCHOOL, ELEMENTARY
DIVISION, EAST SPENCER, NORTH CAROLINA**

By ROSA MASSEY RICHARDSON

(RALPH L. WOODEN, *Adviser*)

Statement of the Problem. Dunbar High School for Negroes is located in East Spencer, North Carolina. The writer has been employed at this institution as an assistant on the instructional staff for a period of five years. Constant association with other members of the teaching staff has brought about frequent conversations and discussions concerning curriculum improvements that should and could be made within the Dunbar High School which would make this school a better functioning institution and more serviceable to the community. Generally, it was the consensus of individuals in every discussion that the prime need of the school is a guidance program which would, in the estimation of the faculty, make for better teaching, counseling, and adjustment on the part of both faculty and students. Keeping these ideas in mind, it therefore became the problem of this study to determine what type of guidance program could be projected to meet the needs of students in grades four through six at Dunbar High School, Elementary Division, East Spencer, North Carolina.

The successful completion of this project necessitated an analysis and workable solution to the following:

1. A recognizable correlation between guiding, counseling, and instructing in grades four through six at Dunbar High School, Elementary Division.
2. The setting forth of a plant or plans which might be used in terms of directing and pointing out some methods to be followed in planning a guidance program.
3. The preparation of students to meet problems of the community and employment in future life.
4. The presenting of student problems, activities and attitudes that arise through creative student control, student publications, assembly and auditorium activities, and the homeroom system.
5. The pointing out of the extent to which a program might be adjusted to the needs of the students, grades four through six, Dunbar High School, Elementary Division.

Purpose of the Study. The purpose of this study was to make an investigation of the present guidance program at Dunbar High School, Elementary Division, in order to determine what type of guidance program was needed in the school and to recommend a projected program based upon any needs that might be found.

Scope of the Study. The scope of this study was limited to the projection of a proposed guidance program for grades four through six for approximately 257 students (133 boys, 124 girls) at Dunbar High School, Elementary Division, East Spencer, North Carolina. Further this study was limited specifically:

1. To educational guidance.
2. To investigating literature suggesting the requisites for a guidance program for elementary schools and guidance.
3. To ascertaining the kind of guidance program in existence at Dunbar High School, Elementary Division, Grades four through six by use of a check list.
4. To proposing a projected guidance program at Dunbar High School, Elementary Division, grades four through six.

Procedures. A thorough study of the present guidance program was made. Questionnaires were used to determine the needs of students. A rating scale was sent to the teachers. The writer included a proposed program of guidance for grades four through six at Dunbar High School, East Spencer, North Carolina.

Purpose. It was the purpose of this study to make an investigation of the present guidance program of the Dunbar High School, Elementary Division, East Spencer, North Carolina, and to recommend a projected program based upon any needs that might be found.

Probable Use of Study. This plan should be of value to elementary teachers interested in guidance procedures and approaches in the elementary school. It should help elementary teachers to solve and understand many problems that confront elementary school children.

Source of Data. The data for the study were secured through questionnaires and check-lists. Data were compiled and analyzed in tabular form.

Conclusions. This study led to the following conclusions:

1. That some guidance was in evidence at Dunbar High School in grades four through six, but improvement could be made in general areas of guidance.
2. That a twenty-minute period was not enough time for guidance.
3. That insufficient guidance has been offered to the students.
4. That there should be competent guidance personnel.
5. That there must be cooperation between counselor and students.
6. That students should be informed about guidance in general.

Suggestions. From the above conclusions, the writer suggested the following proposed guidance program at Dunbar High School, Elementary Division, East Spencer, North Carolina:

1. That a faculty committee on guidance be appointed to assist in the choice of reading materials in guidance for both faculty and students, and to make recommendations for purchase of additional material from time to time.
2. That the program also include the needs found in the study.
3. That a homeroom guidance club each Monday could be a valuable medium if the programs were geared to pupil interest.
4. That there be an organized program of guidance for teachers in service.
5. That there be a better organization of the administration.
6. That a survey be made of the unorganized guidance in the school.

SOME SUGGESTED CRITERIA FOR AIDING TEACHERS IN EVALUATING SOME SELECTED ART ACTIVITIES IN THE ELEMENTARY SCHOOLS OF FORSYTH COUNTY

By ANNIE RIVERA
(R. L. WOODEN, *Adviser*)

Statement of Problem. What criteria can be suggested or set up as ways and means for classroom teachers in the elementary grades to evaluate art activities which are common to all elementary school programs?

Purpose of the Study. The purpose of this study was to examine art teaching in elementary schools and to suggest criteria for evaluation in order that it may aid the ordinary classroom teacher in attaining fuller confidence in art teaching and measurement and in pupil-teacher relations. To describe and define basic materials and methods or processes in selected art activities as: Finger painting, crayons, clay modeling, and powder painting.

To suggest methods of measuring pupil growth through use of the selected media.

Scope of the Study. This study was concerned with the art activities of powder painting, clay modeling, finger painting, and crayons in the primary grades of the Forsyth County Schools.

This study was limited to interviews with four supervisors and six teachers of art and other art-concerned people in Winston-Salem and Forsyth County through a questionnaire check-list.

The individual interviews were planned to secure information such as what practices teachers follow in establishing criteria for evaluation of art in the elementary schools.

Summary. In response to the questionnaires returned the following facts were apparent.

1. That the individual interests and tastes of the children should be given expression.
2. Ask direct questions to build up a child's mental picture and express his ideas.
3. The textbook should be used as an aid or source to acquaint the pupils with the basic principles of art which would help develop creative products in powder painting, clay modeling, finger painting, and crayons.
4. Pupils should advance from level to level in recognition of the basic art principles.
5. All of the suggestive art activities as powder painting, clay modeling, finger painting, and use of crayons whether wax or chalk have great educative value. They are in agreement with the Cardinal Principles: (1) worthy use of leisure time, (2) aesthetic development.
6. The most purposeful type of experiences in connection with the suggested activities were experiences concerned with size, shape and bulk, and color. Experiences that develop self expression and concentration.
7. Factors that influence sources of the child's illustrations in the art activities suggested were the child's nature, experience, environment, intelligence, size, color, and shape of objects, and usefulness of objects.

8. Workshops and exhibits of art in the elementary schools stimulate interest and give pupils a chance to study the work of others.
9. Pupils should take a part in the evaluation of art work for exhibits and bulletin boards which will help them to appraise their own work; observe their needs in order to do better work.

From this study the following conclusions were drawn:

1. Art textbooks should be used as a source book and not to be copied.
2. There are many art activities which are not educative, but powder painting, clay modeling, finger painting, and crayons have educative value especially for primary children.
3. Children should progress from year to year in creative expression and the use of art principles according to their level.
4. Many pupils need guidance in building up their own ideas.
5. It is justifiable at times to have lessons on art instruction.
6. The most purposeful art activities come from daily experiences and affect the child's total way of living.

Recommendations. On the basis of the foregoing conclusions the writer makes the following recommendations:

1. That an art education program be provided for the Carver School in Forsyth County.
2. That art interest groups be formed among the teachers from the elementary and high school departments.
3. Classroom situations should be set up so that pupils and teachers could participate in various art activities.
4. More art exhibits should be had for the purpose of acquainting pupils with the various art activities.
5. Art exhibits should include all forms of art activities of all pupils in the school.
6. Regular classroom teachers give guidance to pupils in the primary grades so each child can progress according to his grade level.

SUGGESTIONS FOR TEACHING SAFETY EDUCATION IN PHYSICAL EDUCATION IN THE HIGH SCHOOL DEPARTMENT OF CARVER CONSOLIDATED SCHOOL, FORSYTH COUNTY, NORTH CAROLINA

By RUTH ESTELLA SMITH
(GEORGE V. GUY, *Adviser*)

The purpose of this study was to suggest ways by which the teaching of safety education could be integrated and correlated with the teaching of physical education activities on the secondary level of the Carver Consolidated Schools, Forsyth County, North Carolina.

Based upon the prevalence of accidents in the physical education classes for the school year 1951-52, the study attempted to suggest ways by which safety instruction could be incorporated in the teaching of five physical education units including ten different activities.

There were three major divisions of the study: the identification of physical education units and activities for the purposes of safety education, suggestions for the integration and correlation of safety education in the previously identified units and activities, and the delimitation of minimum necessities for the success of the suggested program.

It was concluded that the integration and correlation of safety education in physical education instruction must be opportune, relevant, pointed, practical, and flexible.

Although the ultimate responsibility for safety education must rest with the school administration, it was suggested that any concrete plan of safety instruction be determined through the cooperative planning of the physical education staff. The immediate responsibility, however, for safety instruction remains with the classroom instructor.

Recommendations made by the writer are as follows:

1. Since this study was confined to physical education classes offered on the secondary level, it was recommended that a second investigation be carried on to incorporate safety education in other subject matter courses offered on the same level of education.
2. It was recommended that a follow-up investigation be carried on to evaluate the effectiveness of teaching safety education according to the suggested plan as measured by the reduction of accidents in the physical education program of the Carver Consolidated School, Forsyth County, North Carolina.

THE DEVELOPMENT OF THE S. W. SNOWDEN SCHOOL, AURORA, NORTH CAROLINA FROM 1937-53

By RUDOLPH WEBB SNOWDEN
(R. L. WOODEN, *Adviser*)

Statement of the Problem

To what extent has the S. W. Snowden School, Aurora, North Carolina, developed from 1937-1953?

Purpose of the Study. The purpose of the study was to determine the growth and development of the S. W. Snowden School from 1937-1953 and to compile a body of historical and statistical facts and information relative to this growth and development, which might serve as a possible basis or a foundation for projection of the future program of the school.

Scope of the Study. This study investigated the following factors relative to the growth and development of the S. W. Snowden School, Aurora, North Carolina, over a period of sixteen years, 1937-1953:

1. The School Plant
2. The School Staff
3. Enrollment
4. Bus Transportation Facilities
5. Curriculum
6. Extra-Curricular Activities

Source of Data. Primary data was secured from the school records (those at the school and in the County Superintendent's Office) and from interviews. Secondary data was secured from all available printed materials, such as Master's Theses, Pamphlets, Bulletins and the like.

Method and Procedure. The Historical Survey Method was used. A review of related subjects on the problem was made. The following steps were employed:

1. The writer received permission from the principal of the S. W. Snowden School, Aurora, North Carolina and the Superintendent of the Beaufort County School System, Washington, North Carolina, to use the school facilities such as files and offices necessary for the study and to refer to them as resources for supplementary data.
2. Personal interviews were held with resource personnel in order to locate and record any additional data not included in the school's files.

Value of Study. The writer hoped that this study would be useful in the following ways: (1) That it might serve as a means of aiding the superintendent of the Beaufort County School System to evaluate his contributions to the S. W. Snowden School as against his predecessors, (2) that it might aid the superintendent and principal in determining the adequacy of the school's facilities in terms of state requirements and community needs, (3) that it might serve as a means of evaluation for the principal in determining the growth of the school under his administration as against his predecessors, (4) that it might furnish the citizens of the community with an adequate picture of the slow or rapid growth of the school's development from 1937-1953, and (5) that it might serve as a possible basis or foundation for projection of the future program of the school.

Summary

According to the findings of the study, the elementary curriculum did not include pupil-teacher planning in its program from 1937-1948.

The study revealed that from 1948-1953 the elementary curriculum was pupil centered and progressive.

The secondary curriculum offered only courses required by the State Department of Public Instruction (4 units of English, 1 unit of mathematics, 2 units of social studies, 2 units of science, 1 unit of physical education, and 6 units of electives) from 1942-49. Agriculture and home economics were added to the curriculum in 1949.

The study revealed that the term extra-curricular has been stricken from the elementary school program and that the so-called extra-curricular activities have been interwoven into the curriculum.

The findings further revealed that the *student court and play activities* were the only extra-curricular activities in the secondary school from its beginning in 1942 to 1953.

With respect to enrollment, the school's enrollment grew from four hundred twelve in 1937 to seven hundred thirty-one through May, 1953. There was an almost steady increase in the enrollment yearly.

The findings of the study revealed that the value of buildings grew from four hundred dollars (\$400) in 1937 to two hundred nine thousand, one hundred seventy (\$209,170) in 1953. The value of the site grew from four hun-

dred dollars (\$400) in 1937 to seven hundred seventy-five (\$775) in 1953. The value of furniture grew from seventy-five dollars (\$75) in 1937, to eleven thousand one hundred eighty-six dollars (\$11,186) in 1953. The total value of the school's property increased each year.

With regards to bus transportation facilities, it was interesting to note that the number of pupils transported daily, grew from eighty-five (85) in 1937 to five hundred fifty-one (551) in 1953.

The findings of the study showed that from 1937 to 1953 the number of staff members increased from four to twenty-five. There were more women than men on the staff each year from 1937 to 1953.

The study revealed that in the school year of 1942-43, courses were being offered in the ninth, eleventh, and twelfth grades of the secondary school, and not in the tenth grade. This may be attributed to the fact that this was the first year of the school's operation and automatically included the ninth grade and the eleventh and twelfth grades were occupied by students who had attended school elsewhere prior to the secondary school's beginning.

Conclusions

As a result of the study the following conclusions were reached:

1. The elementary curriculum of the S. W. Snowden School, Aurora, North Carolina, was in keeping with the modern trend of education in that the activity or fusion approach was being used in its curriculum.
2. The secondary curriculum for the S. W. Snowden School, Aurora, North Carolina, did not explore the higher and increasingly specialized interests, aptitudes, and capacities of students, or direct them into avenues of study and of work for which they had manifested peculiar fitness because it was designed primarily as a "fitting school for college," rather than a "fitting school for life."
3. The administrator and staff of the elementary department of the S. W. Snowden School, Aurora, North Carolina, did a tremendous job of adapting pupil activities of what used to be called an "extra-curricular" nature to the needs, enthusiasms, and experiences of the child in the elementary school. The term extra-curricular was stricken from the curriculum.
4. There was a tremendous increase in the total value of the school property (from four hundred dollars in 1937 to two hundred nine thousand, one hundred seventy in 1953) from 1937 to 1953. This increase may be attributed to enrollment increase because of consolidation.

A COMPARATIVE STUDY OF THE ACHIEVEMENT LEVEL OF TWO FOURTH GRADE CLASSES: ONE CLASS UNDER A CONTINUING TEACHER AND ONE CLASS UNDER A NON-CONTINUING TEACHER, OF THE WASHINGTON STREET SCHOOL, GREENSBORO, NORTH CAROLINA, 1954

By JUANITA BOONE SPAULDING
(R. L. WOODEN, *Adviser*)

Statement of the Problem

How did the achievement level of one class of fourth grade students under the continuing teacher plan compare with the achievement level of fourth

grade students under the non-continuing teacher plan in the Washington Street School, Greensboro, North Carolina?

Purpose of the Study

1. The purpose of this study was to show that the continuing teacher plan is one type of elementary organization that would help meet the challenge of growing boys and girls.

2. To show that the continuing teacher plan is an effort to offset too rigid standards of promotion and subject-matter mastery.

3. To show the success, enjoyment and companionship gained from the experiences of the continuing teacher plan.

Scope of the Study

This study was limited to two fourth grade classes of the Washington Street School, Greensboro, North Carolina: one class under a continuing teacher with thirty-seven students (sixteen boys and twenty-one girls), one class under a non-continuing teacher with thirty-seven students (eighteen girls and nineteen boys).

The study was focused on the general achievement level of these groups of children and a comparison of their achievement levels as measured by the Stanford Achievement Test, Form J-K. This study covered a period of nine months, or one school year, 1953-1954.

Probable Use and Significance or Value of Study

This study might serve as an index for teachers, principals, and supervisors in setting up an elementary program to aid children's continuous growth through the elementary school. This should be of further use in that it included factors affecting understanding of children's efforts and interests. It should serve as a starting point in setting up parent conferences, teaching aids, and progress reports for the continuous learning of the child. The writer felt that the study might serve as a means of showing that a continuous knowledge of pupils' attitudes, background, and abilities makes for better teaching of both subject-matter and intangible values.

Method and Procedure

The normative survey method with incidental use of the analogical and statistical methods was used. A review of related subjects on the problems was made. Test results of the Stanford Achievement Tests, Elementary Battery Form J-K were studied and comparisons of the continuing students and the non-continuing students of the fourth grade class of the Washington Street School, Greensboro, North Carolina made. On the basis of the analysis, a comparison was made of the achievement of students under the two plans. A table and a graph were used to present pictorially the comparison under the two plans.

A summary of the study was made, conclusions drawn, and recommendations presented.

Summary

As a result of this study the writer found that the class that showed the most advancement during the testing period was the one with the continuing teacher. There was an average achievement of 0.68 grades with the con-

tinuing teacher, but only 0.5 grades under the non-continuing teacher. There were more pupils in the class with the continuing teacher to achieve an advance of more than one grade than there were in the class with the non-continuing teacher. In the continuing class there were nine pupils, but only six in the non-continuing. Also, there was only one pupil in the continuing teacher's class that failed to achieve any advancement at all while there were three in the class of the non-continuing teacher.

Recommendations

Based on this study and studies made by others listed as references, it was recommended

1. That the continuing teacher plan be extended through the primary grades.
2. That where the caliber of teachers of the primary grades would be a handicap in instituting the continuing teacher plan, the teachers who have outstanding qualities such as imagination, interest, teaching skills, and ability to stimulate be employed as continuing teachers.
3. That elementary school administrators consider the merits of the continuing teacher plan in attempting to meet the pupils' needs in the modern educational program.
4. That a follow-up study be made of the children in the two groups included in the study in the Washington Street School to see what progress has been made over a three-year period relative to their achievement in school.
5. That further studies be made on a local, state, and national level to provide more conclusive information on the continuing and non-continuing teacher plan.

ORGANIZING AN AUDIO-VISUAL AIDS CENTER AT THE CHARLES DREW SCHOOL, MADISON, NORTH CAROLINA

By GEORGIA MARSHALL TOPPING
(MR. C. R. WYRICK, *Adviser*)

The purpose of this study was to propose a plan for organizing an audio-visual aids center that would have a wide variety media for learning and teaching experiences.

This study may serve as a guide for development of a functioning audio-visual program.

A commendatory survey of authentic literature on audio-visual education was made, opinions and views of teachers with experience in audio-visual education have been extensively examined and observation of audio-visual aids centers helped to determine the needs of an audio-visual aids center at the Charles Drew School, Madison, North Carolina.

In the light of the survey, the following steps were proposed for organizing an audio-visual center at the Charles Drew School:

1. To select a suitable place in the school for the center.
2. Select a teacher-coordinator
3. Take an inventory of materials available

4. Catalog and study community resources
5. Provide for an in-service teacher training program
6. Study means of financing the center

To develop and improve the proposed program the writer submitted the following recommendations:

1. To form an audio-visual committee, consisting of representatives from each department in the school, to help the teacher-coordinator carry out his duties.
2. To relieve the teacher-coordinator of his afternoon classes to give him time to return films, prepare equipment and advise teachers.
3. To organize a student operators club to assist the teachers and teacher-coordinator.
4. To plan the audio-visual program one year in advance with teachers making a film schedule for units of work to be taught including the name of the film, its source, price, and best time for showing.
5. To produce locally audio-visual materials in order to provide otherwise unavailable learning materials which are needed immediately for a specific class demonstration, lecture, or for community recreational or educational programs.
6. To extend the audio-visual program so as to serve other institutions in the community as the church and civic organizations.

THE DEVELOPMENT OF NEGRO EDUCATION IN RUTHERFORD COUNTY, NORTH CAROLINA

By FRED LEE TRUESDELL

(W. MALCOLM JOHNSON, JR., *Adviser*)

Statement of the Problem. The problem of this study was the tracing of the development of Negro education in Rutherford County, North Carolina.

Purpose of the Study. The purpose of this study was to make available facts relating to the development of Negro education in Rutherford County, North Carolina, and to serve as a reference to present and future teachers of the community.

Scope of the Study. This study referred only to the Negro public schools of Rutherford County, North Carolina, as there were no private schools for Negroes in this county. The writer was concerned with pupil personnel, teacher personnel, bus transportation, school buildings and property, and length of school terms. The investigation extended over a period of 21 years, with a review of education prior to 1932 in Rutherford County, North Carolina.

Procedure. The historical method was employed in this study.

A survey was made of official record in the office of the Superintendent of Rutherford County Schools; related literature was reviewed; personal interviews and correspondence were conducted with reliable persons of the county.

Source of Data. In employing the historical method, the data were collected from official records in the office of the Superintendent of Schools, through

interviews and correspondence with reliable persons in a position to supply concrete facts, theses, books, and newspapers.

Summary. The investigation revealed some areas of improvement in Rutherford County's Negro education.

1. The school population or the pupils in the county who were school age were one of the phases showing increases and decreases through the years. The percentage of the school population that attended the schools of Rutherford County regularly between the years of 1932 and 1935 never exceeded ninety per cent. For some of these years, it fell as low as seventy per cent.

2. The teacher personnel, as well as the student personnel, fluctuated for these years. During the school year of 1932-1933, 47 Negro teachers were employed in Rutherford County. However, during the years, as the war and other factors affected the county's population, the number of teachers decreased because of the student personnel. The school year 1937-1938 saw the largest number of Negro teachers ever employed in Rutherford County with 53 teachers; and the years of 1948-1950 showed the smallest number, 44 teachers.

3. School buildings and school property were improved through the years. In 1934, when the new administration went into effect, there were 29 school buildings for the Negroes with school property valued at \$28,070. With increased state participation in 1953, the last year of this study, the total value of school property had increased to \$682,858; and the 29 school buildings were consolidated into four large schools.

4. Bus transportation grew with the years. When the state assumed full control of the schools, no busses were provided for the Negro pupils in the county. In 1935, the second year of the administration, four busses were provided and an average of 200 pupils were transported daily. In 1953, 16 busses were provided for the Negroes, transporting on the average of 971 pupils per day.

5. The new administrative arrangement provided equal school terms, 160 days, for all schools of the state. Prior to the new arrangement, the county provided for only 120 days per year. In 1943, the school term lengthened to 180 days or nine months.

A PROPOSED GUIDANCE PROGRAM FOR NEW HOPE ELEMENTARY SCHOOL, RUTHERFORDTON, NORTH CAROLINA

By MILDRED WALLS TRUESDELL

(ARTHUR F. JACKSON, *Adviser*)

Statement of the Problem. What factors were involved and what community resources were useful in establishing a functional guidance program at New Hope Elementary School, Rutherfordton, North Carolina?

Purpose of the Study. The purpose of this study was to:

1. Establish with the principal, teachers, and parents the importance of a guidance program in the school.
2. Set up a plan whereby the needs of the students may be met and their problems solved through a functional guidance program.
3. Make known the community resources useful in a guidance program.

Scope of the Study. This study was limited to the 294 pupils in grades four through eight, fifty graduates, and ten drop-outs of the school.

Procedure. This study was made primarily by questionnaires to the grammar grade pupils and former students of the school. An examination was made of the guidance services and techniques and the record system used in the school.

Conclusions. As a result of this study, the following conclusions were made:

1. Many students were concerned with problems which could affect their school progress.
2. There was a need for a more complete record system in the school.
3. A greater teacher-pupil understanding was needed.
4. The school plant in size, number of teachers and number of pupils offered great possibilities for a guidance program.
5. The students were very cooperative, an asset in building a program of guidance.
6. The pupils, teachers, and community would greatly benefit from a program of guidance.
7. There was a need for initiating a guidance program in the school.

Recommendations:

1. A teacher-counselor be appointed by the principal.
2. Plans be made by the teacher-counselor, teachers, and principal for initiating the proposed guidance services into the school.
3. The yearly program of emphasis and workshops for the first year of the program be on guidance.

A PROPOSED NURSERY SCHOOL PROGRAM FOR THE KINGVILLE COMMUNITY OF ALBEMARLE, NORTH CAROLINA

By FRANCES SARADA WADDELL
(GEORGE V. GUY, *Adviser*)

The major problem of this study was to derive from the literature a brief schedule of the provisions considered by authorities to be prerequisite to the development of an adequate program of care and education for children in kindergarten and nursery school.

These data were used as the basis for a proposed program to fit the unique conditions of the Kingville Community of Albemarle, North Carolina.

This study was limited to proposing a nursery school and its program for the Kingville section of Albemarle, North Carolina. The foundation for the study was restricted to a survey of available literature on nursery schools, their operation, and their programs. The bibliographical survey, and ecological methods were used in this study.

Before beginning the study the writer discovered those in the community interested in the education of children under six. A set time and place for informal meetings were made and meetings were held at which time a dis-

cussion of the opinions of the community on the needs of the pre-school children was conducted.

The writer obtained statements from parents, teachers, leaders of civic groups, chamber of commerce officials, manufacturing industries, and other leading citizens and groups.

After a desire for a nursery school was expressed and supporting evidence established, the writer then gathered all information possible from the National Education Association, books, government publications, periodicals, pamphlets, child development groups, and state departments of education to discover certain information about the facilities and operation of nursery schools. This information included these topics: enrollment, scheduling, personnel, housing, equipment, general types of activities carried on, and methods of support.

In terms of what was found to be a desirable nursery school from the study of the literature and in terms of the unique requirements of the Kingsville Community, a nursery school was proposed to fit as nearly as possible these requirements.

A STUDY OF STUDENT OPINION OF TEACHERS AND TEACHING IN THE SPEIGHT, HIGH SCHOOL, WILSON COUNTY, NORTH CAROLINA

By ARNOLD GEORGE WALKER
(GEORGE V. GUY, *Adviser*)

Before and since the consolidation of all the county schools into two union units, there has been an urgent need for many adjustments to aid in pupil progress.

Two hundred twenty-one high school students rated their teachers in the high school department. The teachers were rated on the following attributes: organization of subject matter, speaking ability, ability to explain, encouragement to thinking, attitude toward students, knowledge of the subject, attitude toward the subject, fairness in examinations, tolerance to disagreement, and teacher personality.

Students were asked to rate each of their teachers according to specific criteria on a questionnaire in the presence of the interviewer.

It was clear that the qualities essential for effective instruction varied considerably in the students' eyes. It was expected that individual differences in the students' backgrounds and experiences would be reflected in different evaluations of what constituted good teaching.

In order to determine what the students really wanted, a list of qualities was provided by the researcher. Pupils were asked to read the list carefully and select any three that they considered of greatest importance.

The attribute upon which the faculty received highest evaluation by students was organization of subject matter, the lowest score on tolerance to disagreement. Thus, on a basis whereby a potential maximum score would be 100, the faculty averaged 81.1 on organization and 68.8 on tolerance to disagreement. On subject matter competence, the faculty should have excelled, but only an average score of 75.2 was given on attitude toward the subject. Students were almost as critical of their teachers in regard to fairness on examinations, stimulation to thinking, tolerance to disagreement, and personality.

It was not noticeable that teaching problems and purposes differed for the different areas of instruction. The Arts, Sciences, and Social Sciences were very similar. Similarities were more striking than differences. All teachers were commended on organization of subject matter and were condemned on tolerance to disagreement.

Students of high scholastic standing named fairness as an important trait much less frequently than did poor students whose averages were C or below. Older students in age placed higher value upon organization of subject matter than any other characteristic of good teaching. Lower average students placed emphasis on explanation.

Freshmen and sophomores more frequently than juniors and seniors desired speaking ability. Upper class groups stressed encouragement to thinking and enthusiasm over subjects taught. Male groups put more emphasis on *explanations clear*, while females thought enthusiasm a trait of high importance.

Other facts relevant to this study were noted. Forty-three percent of the students were found to be motivated to seek high school training in order to enter college. Thirty-six percent were interested in getting a background to help in dealing with other people. Twelve percent attended to get the necessary background for a vocation. Four and one-half percent were studying to get a general cultural foundation for personal satisfaction, and four and one-half percent were encouraged to come to school because it was a good thing to do.

An interesting comparison lay in the weakest and strongest assets of teachers given by students for teachers in different subject areas. Arts teachers were strong in speaking ability and weak in tolerance to disagreement. The Science teachers were strong in organization and knowledge of the subject and weak in tolerance to disagreement. Social Studies teachers were strong in personality and knowledge, while weak also in tolerance to disagreement.

After tabulations were completed, each teacher was given his individual rating sheet and assured that all scores were completely confidential. Quartile position scores were also furnished each teacher, and he was informed that if his score was in the fourth quartile he was among the highest 25 per cent of all teachers at Speight High School; however, if in the first quartile, he was among the lowest 25 per cent of the faculty.

Teacher reactions were generally favorable. Such statements were made as:

"I think the evaluation survey can serve as a personal asset to me and I would like to have it as an annual event."

"I feel that similar surveys might become very valuable in the future, especially after students have become more familiar with this kind of grading."

"Rating scales call one's attention to whatever progression or retrogression he is making."

"I feel by now that I am a far better judge than the students of what he should have presented to him, how it should be presented, and how he should be examined on it."

This study has attempted in a small way to work for the solution of the problem, "Improving Instruction in the Speight High School," by studying student opinion of teachers and teaching.

Teachers obtained specific constructive suggestions. They have a good picture now of the type of student-teacher relationship existent in their rooms and understand more fully student values and interests.

AN ANALYSIS OF THE EDUCATIONAL STATUS OF FOUR HUNDRED NEGRO IN-SERVICE TEACHERS IN NORTHERN MISSISSIPPI

By THOMAS NELSON WALKER

(LEONARD H. ROBINSON, *Adviser*)

Statement of the Problem. The problem of this study was to discover what was the educational status of four hundred in-service teachers in Northern Mississippi.

Scope of the Thesis. The study was confined largely to teachers working in the northern half of the state of Mississippi, the majority of whom have attended Rust College.

Purpose of the Thesis. The purposes of this study were (1) to help select qualified teachers for the area of Mississippi which the writer was serving; (2) to point out certain educational deficiencies and suggest methods of improving the teacher educational program of the state.

Methods and Procedures. Information was obtained by personal interviews and questionnaires.

The data received were organized, classified, and presented in the form of statistical tables and charts.

Summary of Findings:

1. The average educational status of the teachers of Northern Mississippi was junior college.
2. The average number of years in the teaching profession of the teachers of Northern Mississippi was 13.3 years.
3. The average number of summer school terms attended by the teachers of Northern Mississippi was 7.1 terms.

Recommendations:

1. All high schools as rapidly as possible become accredited by the Southern Association of Colleges and Secondary Schools rather than just by the state.
2. Salaries of teachers be increased and all teachers be required to spend at least two continuous years in college before they teach.
3. Teachers be hired and paid according to educational preparation and experience.
4. The schools be financial so that the principals and teachers can spend their time teaching and administering the school rather than raising money for the school.

A STUDY OF THE RECREATIONAL PROGRAM FOR NEGROES IN CLINTON, NORTH CAROLINA, FROM 1950 TO 1954 AND A PROPOSED PLAN FOR DEVELOPMENT

By POCAHONTAS STEVENS WHITE

(O. A. DUPREE, *Adviser*)

Statement of the Problem. The problem was to make a survey of the available recreational activities and facilities now existent for Negroes in Clinton, North Carolina, and to propose a plan for the future development of these activities and facilities.

Purpose of the Study. The purposes of the study were:

1. To find out some of the local conditions and needs of the recreational program.
2. To find out the types of activities in which the youth and adults of the city would be interested.
3. To point out the value of the present recreational program.
4. To show the necessity for community cooperation.
5. To designate areas for renovation and expansion of the recreational facilities.

Scope of the Study. This study was limited to a cross-section of the Negro adults and youth living in various areas of the city, and activities and facilities of the recreational program in Clinton, North Carolina, from 1950-1954.

Probable Use, Significance, or Value of the Study. The writer felt that the study of a recreational situation could be used to advantage in the following ways:

1. To aid recreational directors in improving their programs.
2. To aid the recreation commission in expanding its program.
3. To serve as a guide in enriching the public school curriculum.
4. To serve as a sectional or county-wide improvement program.

Methodology. The information was obtained through the use of surveys, personal interviews, and questionnaires.

Procedure. Questionnaires were given to 200 students and 100 adults in Clinton. The adults included members of civic clubs, organizations, and churches from the main divisions of the city, heads of the recreational committee, presidents of organizations, business managers, teachers, and principals. The superintendent of Clinton City Schools, the chief of police, the clerk of court, and students were interviewed to secure further findings. A survey of available materials, reviews of books, magazine articles, and periodicals was made. The data were collected and presented in tables.

Findings. The findings revealed that:

1. Baseball, basketball, football, volleyball, radio listening, movies, and dancing seemed to be well provided for.
2. Eighty-seven per cent of the students took part in band and glee club for enjoyment.

3. Only two pupils were physically handicapped which prevented participation in several activities.
4. Ninety-eight per cent wanted swimming offered.
5. Only 2 per cent played tennis weekly, while 1 per cent never played paddle tennis.
6. Little emphasis was placed on tennis, swimming, track, arts and crafts, nature study, cooking and homemaking, hikes, and paddle tennis.
7. Religious beliefs interfered with only a few in playing cards and dancing.
8. Ninety-eight per cent of the pupils wanted a television at school.
9. Ninety-seven per cent of the adults were in favor of the recreation program.
10. Eighty-four per cent of the adults felt that a community center would be an asset to the program.
11. Ninety-seven per cent of the adults reported that they supported the school community program.
12. One of the greatest obstacles to the growth and support of the recreation movement in its infancy was the lack of public understanding of the value and need of recreational leadership.

Recommendations. In view of the investigation of the Clinton Community Recreation Program, the following recommendations were made:

1. That greater emphasis be placed on a variety of activities so that interest and knowledge may be broadened.
2. That property be acquired to provide a park, golf course, stadium, a modern gymnasium, and a swimming pool.
3. That provisions be made for greater adult participation in the recreational program.
4. That hikes and day camping be sponsored more often.
5. That a television set be purchased for recreational use.
6. That provisions be made in the recreational program for the pre-school children.
7. That an annual report be made to get the information and proposals before the public.
8. That the Recreation Commission sponsor annual banquets to include the Teen-agers' Club, teams, and adults.
9. That a larger negro representation be appointed to the Recreation Commission.
10. That the tennis court, started by the Recreation Commission, be completed as soon as possible.
11. That the entire recreational program be supported by tax funds.
12. That local citizens serve as delegates to local and state recreation meetings and clinics.
13. That all available community resources be used.
14. That the Community Recreational Program inspire local church leaders and club officials to incorporate into their program activities and facilities to make for more wholesome use of leisure time.

THE HISTORY OF NEGRO EDUCATION IN NEW HANOVER COUNTY, NORTH CAROLINA, TO 1953

By FELICIA McLELLAN WILLIAMS

(GEORGE V. GUY, *Adviser*)

The writer has attempted to present an account of the historical development of education for Negroes in New Hanover County, North Carolina, from its earliest beginning until 1953. For this purpose, all available school records were studied from which data were drawn. Extensive use was also made of newspaper files and other historical documents. These data were supplemented with information gained in personal interviews with the school superintendent, school officials, newspaper personnel, and others familiar with the history of the county.

The earliest record of education in North Carolina goes back to 1790. The apprenticeship system was the very first form of education which was confined largely to the gifted Negroes. Many of the fortunate ones were able to achieve success in trades involving manual skills.

In New Hanover County there was a shift from the apprenticeship system to private schools founded by religious sects. Those early schools were held in various churches of the city. The schools were of a most elementary nature at first and only the crudest of teaching facilities were used.

The public schools were an outgrowth of the private schools. In 1869, the local school board began to cooperate with the religious groups in sustaining free schools, and continued to do so until 1873 when the local authorities began to establish schools of their own. The first public school for Negroes was established in 1866; but it was after 1873, however, when the school authorities severed connections with the religious groups in operating the schools.

The records of 1872 were the earliest available in the Superintendent's office. The school buildings were small, poorly equipped, and often improvised from old dwellings.

The conclusions drawn from the study were that adequate educational facilities were not provided prior to 1927; public schools developed as an outgrowth of private schools when it was seen that private schools were not serving the educational needs of the masses; public education in North Carolina grew rapidly beginning about 1930 when the schools were taken over and supported by the State.

A HISTORY OF REDSTONE ACADEMY, LUMBERTON, NORTH CAROLINA, 1903-1933

By HENRY EZEKIEL WILLIAMS

(GEORGE V. GUY, *Adviser*)

This study was an attempt to record the history of Redstone Academy, Lumberton, North Carolina, from its beginning in 1903 to its closing in 1933. The data concerning the development of the school were gained principally from the official school files of Redstone Academy by permission of Dr. J. H.

Hayswood. Supplementary information was gained through personal interviews with former students and graduates of the institution.

Redstone Academy had its beginning when the old Bethany School on the outskirts of Lumberton was reopened by Rev. and Mrs. J. H. Hayswood some three months after his acceptance of the pastorate of Bethany Presbyterian Church in January of 1903. Beginning with very meager facilities, 45 students, and Rev. and Mrs. Hayswood as the only teachers for the first seven grades, the school developed slowly but surely until its closing in 1933.

It was sponsored by the Freedmen's Board of Missions of the Presbyterian Church until 1912 when its sponsorship was assumed by the Redstone Presbytery of Pennsylvania, and at that time its name was changed to Redstone Academy.

Tragedy struck the school in 1914 when its two main buildings and a part of the third were destroyed by fire. With the help of the citizens of Lumberton, the students were taken care of and the buildings were completely rebuilt.

The personnel of Redstone Academy increased year by year. For the first nine years, Rev. and Mrs. Hayswood were the teaching staff; but beginning in 1912-13, the number of teachers gradually increased to 14 in 1927-28. More spectacular was the steady increase in the enrollment of the institution whereby each new school year saw a greater number of students attending the school with but one exception—in 1914-15, when students were housed in the homes of parents and friends in the community because of the destruction of two buildings by fire in 1914. Perhaps the largest single increase in enrollment occurred in 1911-12 when the number of students increased to 145, due probably to the addition of grades eight through twelve and the attendant expansion of the curriculum. In 1913-14, the number of students rose to 225, probably because of the addition and expansion of facilities for the boarding of students.

In 1924-25, athletic teams were organized for inter-scholastic competition. An industrial arts department was added to the program of the school for 1926-27, and the home economics department was added for 1927-28.

An emphasis upon the teaching of Christian principles and the development of Christian character marked the religious orientation of Redstone Academy and permeated the program and activities of the institution throughout the thirty-one years of its existence.

Two developments led to the closing of Redstone Academy in 1933. One development was the financial inability of the Division of Missions for Colored People of the Presbyterian Church to maintain its existence as a separate institution and, consequently, the transferral of the Division's support to the school at Oxford, North Carolina, which was brought about by the merger of Mary Potter School with Albion Academy and Redstone Academy. The second development was that Redstone Academy was caught in the emergence of a pattern throughout the South in which mission and other private schools were supplemented and replaced through the extension of public education for Negroes under state auspices.

**A SURVEY OF THE NATURE STUDY AND SCIENCE PROGRAM OF
SKYLAND ELEMENTARY SCHOOL, WINSTON-SALEM, NORTH
CAROLINA, FOR THE 1953-1954 SCHOOL TERM**

By IDA MAUNEY WILLIAMS
(CALVIN R. STEVENSON, *Adviser*)

This study was concerned with the evaluation of the nature study and science program of Skyland Elementary School, Winston-Salem, North Carolina, during the 1953-1954 school term. The achievement of this objective involved answering the following:

1. The writer selected a standard of evaluation and adapted it for use on the elementary level of education. The twenty members of the administration and faculty were given this adapted evaluative criteria and were asked to determine the degree to which the specifications of the criteria were satisfied by the existing program. Their responses were noted, analyzed, and interpreted. In cases where a wide discrepancy was noted in responses, interviews were conducted or appended qualifications were used to clarify the situation.
2. A method of quantification was used to facilitate interpretation of the data.

It was concluded that:

1. The overall nature study program satisfied 72.89 per cent of the requirements of the evaluative criteria.
2. The better features of the program were its organization which satisfied 93.75 per cent of criteria demands and nature of offerings which satisfied 90.00 per cent of criteria's specifications.
3. The physical facilities, instructional staff and outcomes satisfied 44.50 per cent, 68.01 per cent, and 68.21 per cent of the criteria specifications, respectively.
4. The specific needs of the nature study program were determined to have been for:
 - a. More and larger classrooms.
 - b. More scientific apparatus.
 - c. More reading and reference material.
 - d. Greater cooperation between the classroom teacher and the librarian in the selection of scientific material.
 - e. More extensive pupil-evaluation of pupil endeavor.
 - f. More extensive evaluation of pupil-projects which were conducted out of school.
 - g. More extensive utilization of community resources for pupil investigation.

AN INVESTIGATION OF RETARDATION IN THE FOURTH, FIFTH AND SIXTH GRADES OF THE JONESBORO ELEMENTARY SCHOOL

By SALLIE DALE WILLIAMS
(L. H. ROBINSON, *Adviser*)

This investigation recorded and analyzed data obtained from the administration of an intelligence test, a test to determine socio-economic status, a test to establish the level of social acceptance, and from information gathered from the cumulative medical records. The study was confined to thirty-eight retarded children of the fourth, fifth, and sixth grades of the Jonesboro Elementary School.

The purpose of this study was to ascertain if there were common factors in respect to health, socio-economic status, intelligence, and social acceptance associated with the retarded children and to locate areas on the basis of the evidence gathered, that a sounder and more effective instructional program may be projected.

Data secured through the instruments were organized and classified for the purpose of comparative analysis. The findings within each area were alternately constant and then varied.

The evidence from this study indicated that 52.6 per cent of the testees placed in the normal intelligence level and as such should be classified as normal. All testees had low socio-economic status according to the Sims Score Card. A comparison of the health records and the levels of social acceptance revealed that some relationship seemed to exist between the possession of health defects of the retarded children and their levels of social acceptance.

From the data presented in this study the conclusion was warranted that the low socio-economic status of all the retarded children seemed to be a contributing factor to their retardation. There seemed to be no significant factors contributing to the retardation of the children in the areas of social acceptance or health defects.

OCCUPATIONAL CHOICES OF THE TWELFTH GRADE MALE STUDENTS OF VOCATIONAL AGRICULTURE IN THE DUDLEY GROUP

By OSWALD WRIGHT
(C. E. DEAN, *Adviser*)

The purposes of this study were as follows:

1. To ascertain, as far as possible, the choices of occupations of the twelfth grade vocational agricultural students of the Dudley Group.
2. To determine the controlling factors that influenced the choices of occupations.
3. To use this data as a guide in helping other agricultural students in their choices of occupations.
4. To reveal to some extent the possibility of future occupations through the vocational agricultural program.
5. To reveal the possible occupations one may enter as a result of training in vocational agriculture.

This study was confined to the eighty male twelfth grade students of the eight vocational agricultural departments of the Dudley Group of the Piedmont Section of North Carolina. This area included Rockingham, Forsyth, Alamance, Caswell, and Guilford counties.

Questionnaires concerning choices of occupations were sent to the male students enrolled in vocational agriculture in the Dudley area. Fifty-nine students responded to the questionnaire. Careful analysis of the data revealed that although 50 per cent of the parents were farmers only 12 per cent of the students enrolled in vocational agriculture chose agriculture as an occupation. The others chose many occupations non-related to vocational agriculture. The most important reason for choice of occupation was the amount of money to be made in the occupation. The other reasons seemed to lean toward security. In the light of their choice of occupation only 50 per cent of the students had made any effort to further preparation for the chosen occupation. Subjects high in interest among the students enrolled in vocational agriculture were agriculture, English, history, and mathematics.

In light of the foregoing conclusions the writer felt there was much to be done in the field of vocational agriculture and the following recommendations were made:

1. That teachers of vocational agriculture in the Dudley area devise means of stimulating more interest in the students of vocational agriculture.

- a. By developing an importance and awareness of the field of agriculture.

- b. By exploring the possibilities of all related fields to agriculture.

- c. By showing the possibilities of securing an economic stability in the field of agriculture.

2. Establish better community relationship through projects, demonstrations, lectures, and visitations.

3. Develop an in-service program for parents that would encourage a need for and a desire to know better methods of farming.

4. Develop within the vocational agricultural departments vocational guidance centers.

This study of data was very pertinent to teachers of agriculture, and it was the hope of the writer that all teachers of agriculture would make use of and apply the recommendations based on this study.

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